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VƯƠNG MIỆN KIM CƯƠNG
CHẤT LƯỢNG QUỐC TẾ

**TÌM ĐỌC BỘ TÀI LIỆU CHUYÊN TIẾNG ANH**
**CỦA NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM**

1. Tài liệu chuyên Tiếng Anh 10 — Hoàng Thị Xuân Hoa (Chủ biên)
2. Tài liệu chuyên Tiếng Anh 11 — Hoàng Thị Xuân Hoa (Chủ biên)
3. Tài liệu chuyên Tiếng Anh 12 — Hoàng Thị Xuân Hoa (Chủ biên)

*Bạn đọc có thể mua sách tại các Công ty Sách - Thiết bị trường học ở các địa phương hoặc các Cửa hàng sách của Nhà xuất bản Giáo dục Việt Nam :*

- **Tại TP. Hà Nội :** 187 Giảng Võ ; 14/3 Nguyễn Khánh Toàn ; 232 Tây Sơn ; 25 Hàn Thuyên ; 51 Lò Đúc ; 45 Hàng Chuối ; 67B Cửa Bắc ; 45 Phố Vọng ; Ngõ 385 Hoàng Quốc Việt.
- **Tại TP. Đà Nẵng :** 78 Pasteur ; 247 Hải Phòng ; 71 Lý Thường Kiệt.
- **Tại TP. Hồ Chí Minh :** 2A Đinh Tiên Hoàng, Quận 1 ; 231 Nguyễn Văn Cừ ; 240 Trần Bình Trọng, Quận 5 ; 116 Đinh Tiên Hoàng, Phường 1, Quận Bình Thạnh.
- **Tại TP. Cần Thơ :** 162D Đường 3 tháng 2, Quận Ninh Kiều.
- **Tại Website bán sách trực tuyến : www.sach24.vn**

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HOÀNG THỊ XUÂN HOA (Chủ biên)
TÀI LIỆU CHUYÊN TIẾNG ANH 12

HOÀNG THỊ XUÂN HOA (Chủ biên) - LƯƠNG QUỲNH TRANG
KIỀU HỒNG VÂN - NGUYỄN THỊ THUỶ MINH - NGUYỄN THỊ MAI HOA
NGÔ VIỆT HÀ PHƯƠNG - TRỊNH LÊ HOA

# TÀI LIỆU CHUYÊN TIẾNG ANH 12

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Tài liệu là nguồn tham khảo hữu ích cho giáo viên để xây dựng các bài giảng trên lớp, đồng thời cũng có thể dùng cho học sinh các trường chuyên cũng như không chuyên tự học để củng cố các kĩ năng và nâng cao kiến thức trong các bình diện ngôn ngữ.

CÁC TÁC GIẢ



# SPEAKING – LISTENING

## TOPIC 1: HOME LIFE

### PART A: SPEAKING

**Task 1. Work in pairs. Replace the phrases in italics in the questions below with a phrasal verb from the box.**

| | | |
|---|---|---|
| to look up | to fall out | to look forward to |
| to stand by | to be fed up with | to take care of |

1. Have you and your sister ever *quarrelled badly*?
2. Do you *feel happy when you know you are going to see* your family?
3. Would your family *support* you if you had a serious problem?
4. Is there anyone in your family you really *admire*?
5. Do you ever get *annoyed and bored with* members of your family?
6. Who *looks after* your mom and dad when they get old?

**Task 2. Tell your partner your family' routines during the weekend.**

| Questions | Your family | Your friend's family |
|---|---|---|
| 1. What time do your family get up? | ............................ | ............................ |
| 2. What time do your family have breakfast? | ............................ | ............................ |
| 3. What do your family often do in the morning? | ............................ | ............................ |
| 4. What do your family often do in the afternoon? | ............................ | ............................ |
| 5. What do your family often do in the evening? | ............................ | ............................ |

**Task 3. Work with a partner. Tell each other what you like and what you don't like about your family routines, then make a list of 5 activities you both like and dislike.**

**Task 4. Work in groups of four. Act out this role-play about a family. The father has decided that the whole family must talk together about their problems.**

Mother: You are a fulltime lecturer and often go abroad. You have a son and a daughter. You are very sad to find out that your daughter always goes home late. She lies about her study. More seriously, she asked her brother to go to pub with her.

Father: You work abroad. You come to visit your family once a year. You are very angry to know that your daughter and brother are not good.

Daughter: You are 14 years old. You sometimes feel lonely as your mother and father are always away. At first, you want to draw their attention by going out often, later you like it and try to lie to your mother. Now you realise that it is not good.

Son: You are 12 years old. You just want to follow your sister.

## PART B: LISTENING

**Task 1. *Listen to the passage* and fill the gaps with NO MORE THAN THREE words.**

I grew up in an (1)............. family as my grandparents and a couple of aunts and an uncle, who was a (2).................... bachelor, lived with us. We saw a lot of our (3)............ relatives as well as our close ones. I think that families tended to be much more (4).......... then – we talked to each other more and did things together more. I am sure there are far more (5)...........families now than there used to be – you know, where parents hardly spend anytime with their children, or with each other – and a lot of parents who are divorced. My (6)....... wife, who died two years ago, used to say that it is not fair on children to let them grow up in (7)............homes.



**Task 2. Listen to the passage. In the passage, a girl called Linda talks about her family. Decide whether these following statements are true (T) or false (F).**

1. Alex and Laura always bully Linda.
2. Alex is older than Edgar.
3. Linda wants her mother to treat her differently.
4. Linda's mother expects her too much.
5. Alex is older than Linda.
6. Edgar makes his young sisters do things for him.
7. Linda wants to play with Edgar.
8. Laura is her good sister.
9. Laura and Linda are twins.
10. Edgar is a bully.

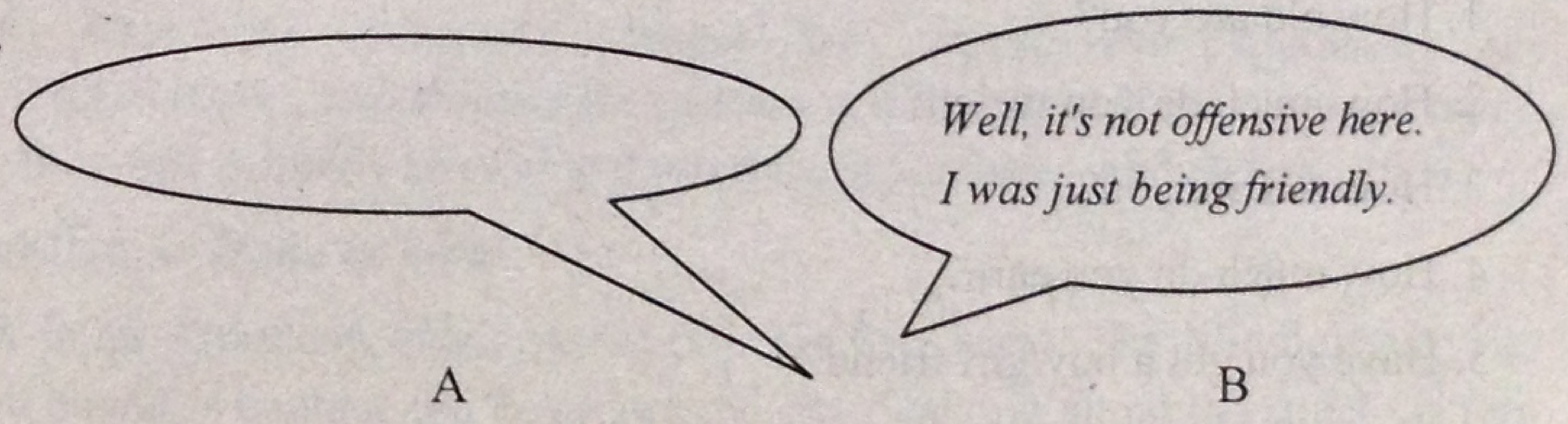
# TOPIC 2: CULTURAL DIVERSITY

## PART A: SPEAKING

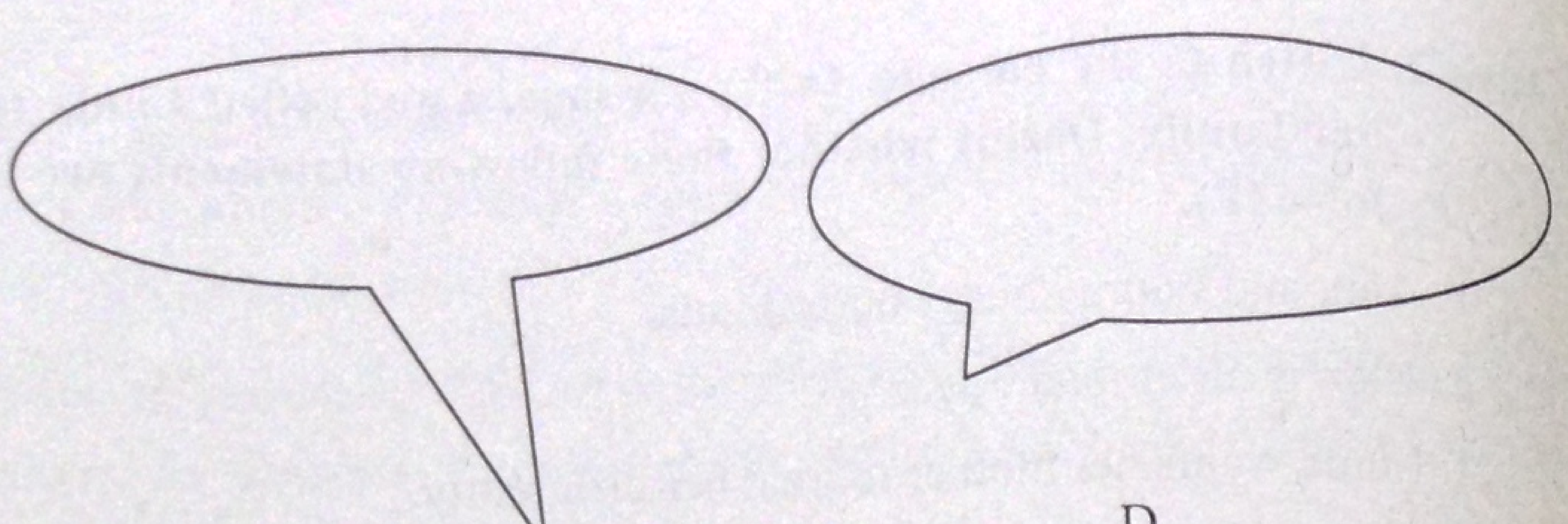
**Task 1. Match these jumbled sentences with the suitable bubbles below to make up an exchange about different customs.**

1. Don't touch my head! In my country, that's a great offence.
2. Not at all. Where should I leave them?
3. Please don't do that again. Among Laotians it is rude to touch someone's head.
4. Oh! I didn't know that.

1.

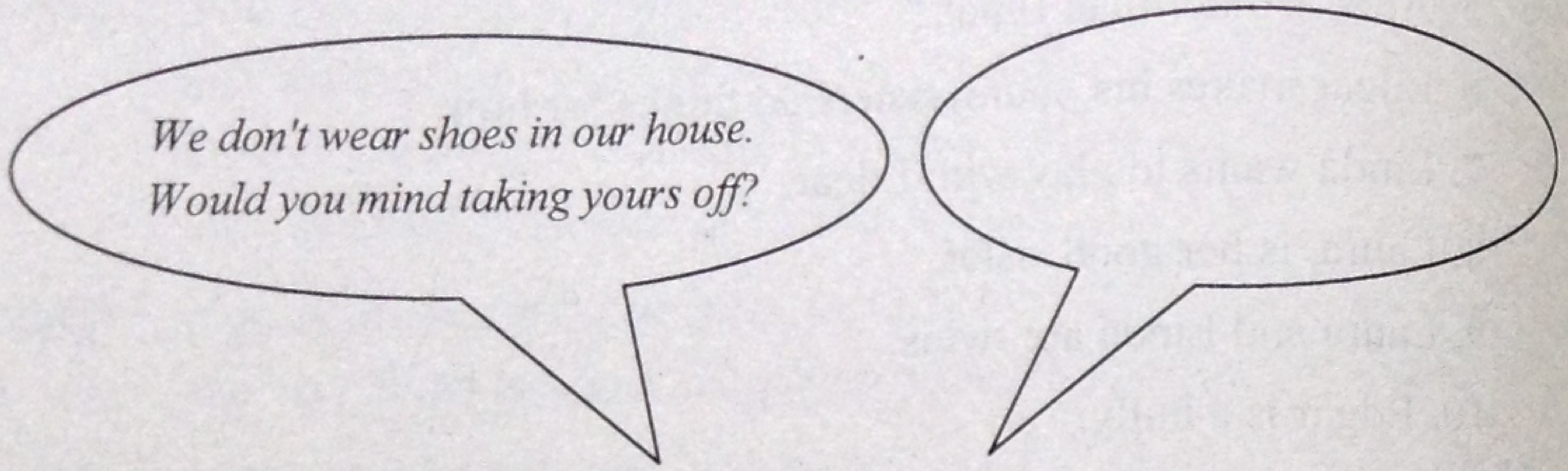


2.



C D

3




E F

***Work in pairs. Think of at least five more things foreign tourists might do in Vietnam that may offend Vietnamese people. Explain our customs to them.***

**Task 2. Work in pairs to discuss these questions.**

When you fill in a form, are you happy to give this information?

Your age? Your marital status? Your hobbies?

Are there any other questions you don't like answering?

Have you ever been asked an inappropriate question? When and by whom? How did you respond?

**Task 3. Look at the questions below. Decide who has the right to ask you these questions and in which situations. It might be anyone or no one.**

1. How old are you?
2. How much do you weigh?
3. How tall are you?
4. How much do you earn?
5. Have you got a boy/girl friend?



6. Are you married?
7. Have you ever taken drugs?
8. Have you got a criminal record?

**Task 4. Work in pairs. Ask and answer the questions in Task 3. Use the polite expressions of asking personal questions and ways of responding to personal questions below.**

1. I hope you don't mind me asking, but....
2. I'd rather not answer that (if you don't mind)
3. I know this is a bit nosey, but....
4. Why do you ask?
5. Can I ask you a personal question?
6. That's rather a personal question.
7. I know this is a bit personal, but...

**Task 5. Here is a list of topics which are taboos in some countries, but are not in others. In pairs or small groups, discuss whether they are taboos in your country and other countries (you may know). What will you do if someone talks about these topics?**

- Age
- Marital status
- Incomes
- Death
- Suicide
- Homosexuality
- Religion

**Task 6. Read the situations, choose the appropriate explanation or explanations, and discuss the questions that follow. There may be more than one possible answer (adapted from Cushner, and Brislin, 1996).**

**Situation 1. *Hand in hand***

Jack is an American businessman. On his first trip to the Middle East. His Arab business contact and he toured the city, walking along the street visiting

customers. The Arab friend wore his long robe, the air was hot and dusty, a muezzin chanted the call to prayers from a nearby minaret, and Jack felt as far away from his American home as one could possibly be. At that moment, his business friend reached over took Jack's hand in his, and they continued walking along hand in hand. Jack was shocked.

Jack was shocked because

1. The Arab man is a gay.
2. This action is an act of great friendship in Arab culture.

***Discussion:***

In Vietnamese culture, is it common to see people of the same sex hand in hand?

How do you interpret it?

If you were in Jack's situation, what would you do?

**Situation 2. *The Final Advance***

Jane was asked to represent her company at a conference that was to take place in the capital city. Having just transferred to this Latin American country, she was understandably flattered that her boss would ask her to participate and excited that she would have the opportunity to see the city. Everything went well – travelling to the city, checking into the hotel, and so on - until the preconference cocktail party. Jane was approached by a young woman executive from a local firm who introduced herself as Dinorah. Immediately upon striking up a conversation she appears to make a physical advance. It seemed that every time Jane moved away, Dinorah moved towards. After sometime, Jane found herself against a wall, unable to retreat any further. Dinorah kept her close distance. Having experienced enough discomfort; Jane curtly excused herself, returned to her room, and refused to attend any other social functions

***Can you best explain this incident?***

1. Dinorah's advance was of a sexual nature.
2. It is very unusual in a Latin American country for a woman to be asked to represent her firm. Dinorah resented seeing another woman present and wished to make Jane feel as uncomfortable as possible, hoping she would leave.



3. The comfortable social distance usually kept between two Latin Americans is much closer than that for Americans. Both Jane and Dinorah were seeing a comfortable distance.
4. Jane was probably responding to the garlic on Dinoran's breath.

***Discussions:***

If you experienced the same situation as Jane, what would you do?

What have you learned from this incident?

In Vietnamese culture, are there any rules for conversational distance?

In Vietnamese culture, do you have any zones for conversational distance?

How do they vary? In which circumstances?

**Situation 3: *The personal touch***

Jack had received his assignment to Manila, in the Philippines, from his company on rather short notice and so he had come ahead of his family as he and his wife did not want to pull their children out of school in the middle of the year. Missing his wife and children, Jack accepted a friend's invitation to attend a party. Shortly after he and his friend arrived at the party, Jack was introduced around and soon fell into a conversation with a very attractive Filipino woman. While speaking with Jack, this woman was very animated and very attentive to Jack's observations on various topics. When Jack mentioned something about his personal life, the woman matched it with an incident from her own life and added more detail than did Jack in his stories. Occasionally, the woman touched Jack when talking with him. Jack thought things were going well, but he suggested that he and the woman go to a nightclub after the party by themselves, the woman cut off the conversation as quickly as politeness permitted and walked off to chat with friends in another part of the room. Jack was not sure what had happened.

If Jack asked you to help him understand what had happened, what would you say?

1. Jack misinterpreted the meaning of the woman's behavior.
2. The woman was trying to tease Jack so as to flatter herself when Jack made the inevitable suggestions.

3. Jack's behavior reflected his ambivalent feelings about his wife.

4. The friend who brought Jack to the party should have prepared Jack for such an eventuality.

***Discussion***

What do you learn from this incident?

In your culture, is the woman's behaviour considered appropriate? How do you interpret the above-mentioned woman's behaviour in your cultural view of point?

## PART B: LISTENING

***Listen to the passage and do the tasks that follow.***

**Task 1. Fill in each blank with a suitable word.**

1. In many Asian cultures, the bow is much more than a .........
2. According to the text, ....... posture is an indicator of respect in Japan.
3. The *wai* movement which is made pressing both hands close together in front of one' body, with the fingertips reaching to about neck level is an act of greeting in ............
4. ...........is considered a sign of rudeness and poor manners in Germany.
5. Putting one's hands in one's pockets is a sign of ......... in Turkey.
6. Sitting with one's legs crossed is extremely ...........in Ghana and in Turkey.
7. Bottoms of the feet should never be pointed in the direction of another person in ...........

**Task 2. Decide whether the following statements are true (T), false (F) or Not mentioned (N).**

1. ______ Posture varies across cultures.
2. ______ In Asian Cultures, bowing is concerned with status and rank.
3. ______ For Thai people, the "wai movement " is used to show respect.
4. ______ Slouching is considered a sign of casual behaviour in American culture.



5. ______ In Germany and Sweden, putting one's hands in one's pockets is a sign of disrespect.
6. ______ Cultures differ in body orientation in communicating.
7. ______ The Chinese tend to use very direct body orientation .
8. ______ The Thai people feel uncomfortable with direct body orientation.
9. ______ In Cambodia, sitting with one's legs cross in extremely offensive.
10. ______ Even in the same culture, there are differences in posture.

# TOPIC 3: SCHOOL EDUCATION SYSTEM

## PART A: SPEAKING

**Task 1. Read these dialogues with good pronunciation, taking care of the short forms.**

1. ANDY: Would you have left school if you'd known you'd be working here?

BEN: Might be.

ANDY: Well – come on – look at the dirt and the dust here – don't you think you'd been better off if you'd stayed at school and got some qualifications?

BEN: Yeah – well – dunno, do I? Yeah – well, suppose I would've – yeah.

ANDY: Well, alright – what about your own children – would you want them to stay at school or leave when you did?

BEN: Yeah – well, I wouldn't want them to have to work like me, would I?

2. CHRIS: Well, I don't see the point of it – I left school when I was sixteen and look at me now.

DENISE: Well, OK – but what if you'd stayed on?

CHRIS: I'd have gone to University, like the rest of them. And I'd only be making the same money that all of them make.

DENISE: Don't you think you'd have preferred the security?

CHRIS: Look – security, degrees, qualifications, pensions, all that's a waste of time. It's what you do in life that counts – taking control of situations, making things happen, making the most of yourself – that's what that counts – not what's pumped into you by teachers and educationalists. Do you think I'd be where I am today if I'd listened to all those teachers? Of course I wouldn't.

DENISE: Hmmmm.

3. ELAINE: Well, I stayed at school until I was 18. And I wish I hadn't. All that discipline – I wish I'd left earlier – could have got a job in a factory or a shop instead of wasting time at school.

FRANK: Education isn't a waste of time – education is never a waste of time.

ELAINE: Why not? I felt I was wasting my time – look – what practical value has all that academic knowledge got? It isn't the knowledge you can use, is it?

FRANK: No – but you got your qualifications, did you?

ELAINE: That's all, though. I'd never have stayed if I'd realised what it'd be like.

FRANK: Hmmmm.

***What are these people's attitudes to school? Do you agree or disagree with them? Give your reasons.***

**Task 2. Visiting a school**

You are an international student and invited to Kenmore High School. You have just gone into the class. Student B is the class teacher and you are going to ask him/her questions about the school and the pupils, using the following cues.

– *Sort of school*

– *Number of students*

– *Age of the students*

– *The lesson at the moment*

– *Time to start and finish school*

– *Students' attitude to learning*

............................

When you finish, you say: "Thank you very much for letting me see the school. It has been really interesting."



**Task 3. Look at the photo and work in pairs to describe the picture based on the questions below:**

*Who's in the picture?*

*What are they doing?*

*Where do they sit?*

*Who's the teacher? Where does she stand?*

*Are they studying?*

*Are they learning?*

*Is it a classroom?*

**Task 4. Answer the questions.**

*Does your class look like this?*

*Where do you sit in your class?*

*Do you like to sit like that? Why and why not?*

*Do you want to sit like the people in the picture? Why or why not?*

*Do you like the teacher to sit with the student? Why or why not?*

*Do you like chairs and tables in rows with the teacher in front? Why? Why not?*

*What questions did it raise for you?*

**Task 5. Work in groups. Each group is a committee, which has to work out a plan for secondary education reform. Write a list of changes you would like to make. You may want to consider some of the following:**

- *subjects*
- *organization and length of school day*
- *size of classes*
- *teaching methods*
- *examinations*
- *teacher training*
- *teacher-pupil relationship*
- *the aim of secondary education*

***Now report your committee's decision to the whole class.***

## PART B: LISTENING

**Task 1. Listen to the conversation and choose the best answer A, B or C.**

1. The first speaker wants to send his daughter to Australia to..... .

   A. study language B. study math C. study science

2. He wants her daughter to study in ...... .

   A. Brisbane B. Melbourne C. Sydney

3. The language course lasts for..... .

   A. four months B. six months C. three months

4. The course offers ............. a day.

   A. four hours of teaching

   B. six hours of teaching

   C. five hours of teaching

5. The course costs ............ .

   A. $300 B. $3000 C. $30



**Task 2. University stories. Choose the most appropriate heading for each story.**

| | |
|---|---|
| **Speaker 1:**......................... | A. A different approach to learning |
| **Speaker 2:** ......................... | B. Satisfied my curiosity for research |
| **Speaker 3:** ......................... | C. High teaching standards |
| **Speaker 4:** ......................... | D. Insight into other cultures |
| **Speaker 5:** ......................... | E. 'Makes you an international citizen' |
| | F. New life in a new country |

# TOPIC 4: FUTURE JOB

## PART A: SPEAKING

**Task 1. Put the words in the box into groups**

| | | | | |
|---|---|---|---|---|
| caring | aggressive | bad tempered | loyal | intelligent |
| gentle | good-humoured | selfish | (dis)organised | |
| generous | bossy | lively | hard-working | patient |

1. Positive personal qualities:...............................................
2. Negative personal qualities: ...............................................
3. Neutral personal qualities: ...............................................

**Task 2. Work with a partner. Discuss and write the skills and personal qualities suitable for each job listed, using the words is task 1.**

| ***Jobs*** | ***Skills*** | ***Personal qualities*** |
|---|---|---|
| Teacher | | |
| Doctor | | |
| Plumber | | |

| | | |
|---|---|---|
| Flight attendant | | |
| Lifeguard | | |
| Driving instructor | | |

**Task 3. Look at this job advert, then look at the shortlist of candidates below. Rank them in order of suitability for the job, from 1 (most suitable) to 3 (least suitable), and give your reasons.**

> The Page Kirkland Group: Senior engineer
>
> The Page Kirkland Group is looking for a senior civil engineer with relevant qualifications and at least 5 years' experience in civil engineering. A competitive salary and generous benefits are available for the right candidate. You must have a good knowledge of current construction practices in Australia, be able to start working at short notice, and must work effectively in team. This is a high-powered and fulfilling job for anyone wishing to embark on a career in construction. The company wishes to fill the vacancy immediately.

| *Applicant* | *1 – 3* | *Reasons* |
|---|---|---|
| Ian, 23, just left university with a degree in civil engineering. He did have a part-time job as an engineer at a construction company. unemployed at the moment. | | |
| Natasa, 35, worked in an international construction corporation for seven years. Degree in civil engineering at The University of Queensland and a certificate in construction safety. Used to working under pressure and meeting deadlines. Always worked in a project work. One month's notice required in present job. | | |
| Bred, 28, four years' experience as an engineer. Extremely adaptable, excellent relationship with colleagues. Five months' notice required. | | |



**Task 4. Which of these jobs would you like to do? Choose five you would like and five you wouldn't like and explain why.**

| | | | |
|---|---|---|---|
| politician | engineer | housewife | nurse |
| teacher | lumberjack | lawyer | gangster |
| dancer | judge | tennis player | poet |
| postman | policeman | train driver | undertaker |
| soldier | labourer | managing director | painter |
| shopkeeper | computer analyst | psychiatrist | dentist |
| king | doctor | thief | |

**Task 5. Discussion: Work in groups. Which of these statements do you agree or disagree with? Discuss your choice with your group.**

1. I want a job simply to get money; there is no point in working apart from that.
2. If we didn't work or go to school, there is nothing to do. People work so as not to be bored.
3. There is no real point in working; machines can do everything for us.
4. If there is no job to go to, it would be almost impossible to make friends. People work so they can have more friends.
5. My time belongs to me. When I work my employer is really stealing part of my life.
6. We need to work to produce things to make our country strong.

## PART B: LISTENING

**Task 1. Listen to a job interview and complete the chart below.**

| |
|---|
| Job name: ........................................................................ |
| Job Applicant's name: ........................................................ |
| City: ............................................................................. |
| Country: ........................................................................ |
| Interests: ........................................................................ |
| Length of stay: ................................................................ |
| Skills: ............................................................................. |
| College Education: yes no |
| Work experience: yes no |
| Personal qualities: ........................................................... |
| Salary: ........................................................................... |
| Reason for applying: ........................................................ |

**Task 2. Listen to these people talk about their jobs and do the tasks that follow.**

1. What job does each speaker do? Do they like their jobs?
2. Write two things each person does.

John: ..............................................

Mary: ..............................................

Alex: ..............................................

# TOPIC 5: ENDANGERED SPECIES

## PART A: SPEAKING

**Task 1. Match each question in column A with its answer in column B to make up an exchange about an Endangered Species Protection Programme.**



| Column A | Column B |
|---|---|
| 1. Thanks for coming to our interview today. First of all, I would like you to tell me something about your program. | **A.** We aim to raise awareness of these so-called 'EDGE species, to implement conservation actions for those which are currently receiving little or no conservation attention, and to help aspiring conservationists in developing countries to preserve their own unique biodiversity by providing them with training and financial support to implement conservation projects for EDGE species. |
| 2. What can normal people do to help in protecting endangered species? | **B.** Raising awareness of the status of endangered species, and therefore, causing people to change their behaviour to reduce their impact on the environment, is a major way that everyone can help protect threatened species. The Moms who visit the Bixymoms.com are in a fantastic position to help, by raising their children to appreciate nature, and to consider how their actions and the way they live impacts the environment. |
| 3. What are the aims of your program? | **C.** On the ground, we support 'EDGE Fellows' to carry out projects on top-priority species, providing technical, institutional and financial support for their work. EDGE Fellows are aspiring conservationists to whom we give support in planning and carrying out a project on an EDGE species. An annual training course in London helps EDGE Fellows to improve their conservation skills, and inspire them to be their country's next conservation leaders. |
| 4. How extensive are your efforts? In how many countries are you operating? | **D.** We have to have ambitious and optimistic aims for the success of our project, because every day new threats are impacting on endangered species. As the EDGE of Existence programme grows, our influence will reach even further a-field, and will have a greater effect. |

| | |
|---|---|
| 5. How hopeful are you of the total success of your efforts? | **E.** To date we have supported, or continue to support, 17 EDGE Fellows in 13 countries, working on conservation projects |
| 6. What types of efforts have you undertaken in the Conservation of Endangered Species? | **F.** The people of the world can make the decision to make our home free of endangered species, and the sooner this turning point comes, the more likely we are to be successful in our pursuit of sustainable co-existence with biodiversity. I, for one, hope that the world embraces this challenge soon. |
| 7. When will we be able to see a world free of endangered species? | **G.** This is conservation programme based at the Zoological Society of London. We are the only global conservation initiative to focus on threatened species that represent a significant amount of unique evolutionary history. |

**Task 2. Work in a group of three. Choose one of the endangered species (tiger, panda, gorilla, ect), and make a list of all the things you know about it (or think you know). Use the following questions as cues.**

- *Where does it live?*
- *Why is it in danger?*
- *Roughly how many are there in the world?*
- *Is the number increasing or decreasing?*

**Task 3. Get into groups of three. Each in the group read about one of the three endangered animals. Then, tell others in the group about the animal you have read about.**

Endangered species: Tigers

- There are six species of tiger still in existence. They are found in Siberia, India and South-east Asia.
- 50 years ago, tigers were common throughout much of Asia, living many different habitats from tropical forests to semi-desert.
- Because people thought they were dangerous and tiger skins were considered very valuable, they were hunted and trapped.



- By 1970, there were fewer than 5,000 tigers left, and many of their habitats had been destroyed.
- In 1972, Operation Tiger was launched: tigers were protected by law and reserves were created to protect the species.
- Gradually, numbers began to increase, and there are now some 8,000 tigers living in the wild.

Endangered species: Gorilla

- The Gorilla is an omnivore, which means that it eats animals as well as plants.
- Gorillas are always projected as violent beasts. However, gorillas are not violent and in fact very friendly.
- Gorillas like to spend their days at home with the family.
- There are actually three sub-species of gorillas – the Eastern Lowland Gorilla, the Western Lowland Gorilla and the Mountain Gorilla. All three inhabit the mountain and rainforests of western and central Africa.
- Reasons for the gorillas' decline include habitat loss due to human encroachment (mostly for agriculture) and poaching for their hands, heads, and meat.
- Gorillas are classified as endangered by the Endangered Species Act.

Endangered species: Elephants

- Elephants are herbivores; they eat things like hay, grass and other plants.
- Elephants are found in Africa and in Asia (mainly India). African elephants are slightly larger and have much bigger ears.
- Elephants in Africa are in serious danger: nearly a million have been killed in the last 10 years, and only about 600,000 are left.
- In Asia, there are only about 50,000 elephants left in the wild. However, Asian elephants are used for transporting timber, so many are now born in captivity.
- Elephants are killed by poachers for their tusks, which they sell as ivory. Elephant ivory is made into ornaments, piano keys, chopsticks and other objects.
- In 1989, governments of 79 countries agreed to ban all trade in ivory, and this ban came into effect in 1990. Unfortunately, as long as people buy ivory, poaching will continue and elephants will be in danger.

**Tasl 4. Useful expressions**

| | |
|---|---|
| **Giving your opinion** | *I think..../ I believe.../ I feel..../ In my opinion,...../* |
| | *From my point of view,.../ As I see it,....* |
| **Strongly agreeing** | *I quite agree. Absolutely!* |
| **Partly agreeing** | *Well, I see your point but....* |
| | *I agree up to a point but....* |
| **Disagreeing** | *I'm afraid I don't agree. That's not true.* |
| | *I am sorry I couldn't agree with you more.* |
| | *I can't agree with you.* |
| | *I still don't agree fully with you* |
| **Strongly disagreeing** | *I completely don't agree with you. What nonsense!* |
| | *What rubbish!* |

You can show how much you agree or disagree with someone by using words and phrases like *completely, totally, partially, in part, entirely, fully.*

*I'm afraid we have to agree to disagree on this let's compromise*

We use the first phrase when we cannot agree with someone and the second to try to reach agreement.

**Useful structures for expressing personal opinions**

| | |
|---|---|
| If you ask me..... | You know what I think, I think that.... |
| I'd say.... | The point is...... |
| Wouldn't you say that....... | Don't you see that..... |
| As you see.... | I'd just like to say that I think.... |
| I'd like to point out that.... | |

**With a partner, read and respond to these statements on several ways to protect endangered species. Begin your responses with one of the expressions in the box.**

1. You can work as a volunteer for endangered species protection organisations such as Greenpeace and World Wildlife Fund.
2. Boycott fur coats and medicines made from rare animals. Boycott ornaments made from ivory and stuff like this.



3. Recycle and Reduce Energy and Goods Consumption. This will reduce the need to have more raw materials to produce something. As a result, a lot of trees will be spared and wild animals' habitat will be undisturbed.
4. Governments should come forward to create more safe zones and national parks for wild animals where they will be able to move freely without worrying about hunters and poachers. Governments should apply strict laws to stop poaching.
5. Minimize use of Herbicides and Pesticides. Herbicides and pesticides may keep yards looking nice but they are in fact hazardous pollutants that affect wildlife at many levels
6. Voice your concerns and get involved locally by letting local and national governments know that you're concerned about endangered species.
7. Stop hunting for pleasure.
8. Donate money or trees to different non-profit organizations which work to protect the wildlife.

## PART B: LISTENING

**Task 1. You are going to hear a tour guide introducing some endangered species to tourists. As you listen, circle the best option (A, B, or C) to complete each of the following statements.**

1. Red pandas typically grow to the size of a .......

   A. a house cat B. a giant panda C. an elephant

2. Red pandas can be found in .............

   A. in the mountains of Nepal and northern Myanmar (Burma)

   B. Australia

   C. throughout Asia

3. The red panda is specialized as a ............feeder.

   A. plant B. bamboo C. vegetable

4. They are in danger because of .....

   A. food shortage B. deforestation C. hunting loss

5. They stay in ..........for the majority of their life.

A. mountains B. water C. trees

6. Tree Kangaroo feeds on..........., fruits and other such food sources.

A. leaves B. fish C. flowers

7. Numbers of Tree Kangaroos are dropping dramatically partly because of ...... .

A. habitat loss

B. forest pollution

C. inappropriate feeding season

**Task 2. Listen and complete the sentences by writing a word in the space provided.**

Elephants are found in (1).........and in Asia (mainly India). African elephants are slightly larger and have much bigger (2).......... Elephants in Africa are in serious danger: nearly a million have been (3)......... in the last 10 years, and only about 600,000 are left. In Asia, there are only about 50,000 elephants left in the (4)........... However, Asian elephants are used for transporting (5)..........., so many are now born in captivity. Elephants are killed by (6)............ for their tusks, which they sell as (7)......... Elephant ivory is made into ornaments, piano keys, chopsticks and other objects. In (8)........, governments of 79 countries agreed to (9)....... all trade in ivory, and this ban came into effect in 1990. Unfortunately, as long as people buy ivory, poaching will continue and elephants will be in (10)...........

# TOPIC 6: BOOKS

## PART A: SPEAKING

**Task 1. Practice the following dialogue. Replace the underlined words with those in the box.**

| | | | |
|---|---|---|---|
| appeared | deals with | ending | give |
| characters | highly | beginning | closing |



Anna: Have you read that new book that has just (1) come out about Vietnam?

Peter: No, I am too busy. I don't go to bookshops and I don't have a chance to read book reviews. What is it about?

Anna: Well, it (2) concerns the American War. It's very authentic and it manages to capture the atmosphere of Vietnam at the period of the war.

Peter: Is it just historical fact, then?

Anna: No, the main (4) people are two brothers who have different opinions about the war and this divides their family. In the first chapter, they're happy and do everything together, but by the (5) last chapter they have become enemies.

Peter: Mm, it sounds a bit depressing to me.

Anna: Well, it certainly does not finish in a happy way, but I liked it, and it is recommended (6) very much by all the critics.

Peter: So, a book with a pleasant (7) start and a sad (8) finish. Not for me, I am afraid. I prefer the opposite.

**Task 2. Work in pairs. Student A has Card A with words related to books or reading. Student B has Card B with the correct definitions. Discuss to match the words on Card A with the correct definitions in Card B.**

*Example 1*

A: Have you ever read science fiction?

B: Yes, sometimes.

A: I don't know what it is about. Can you explain it for me?

B: Science fiction is imaginative writing based on recent or future scientific discoveries.

A: Yeah, I see. Thanks.

| Card A | Card B |
|---|---|
| 1. a whodunit<br>2. an atlas<br>3. a reference book<br>4. an index<br>5. a satire<br>6. plagiarism<br>7. an epilogue<br>8. an extract<br>9. science fiction<br>10. a catalogue<br>11. non-fiction<br>12. an anthology | A. a book from which information may be obtained<br>B. an alphabetical list of names or topics referred to in a book<br>C. a section at the end of a literary work, in the form of a commentary<br>D. imaginative writing based on recent or future scientific discoveries<br>E. a passage taken from a book, play etc.<br>F. a crime novel<br>G. a collection of poems or literary passages<br>H. the act of taking ideas, passages etc. from another writer<br>I. a complete list of items (e.g. for sale)<br>J. a work in which topical issues, politics, etc. are discussed<br>K. a book of maps<br>L. factual writing |

**Task 3. People read for various reasons. Number these reasons in their order of importance from 1 (most important reason) to 7 (least important reason). Write the number in spaces provided. Compare your list with a partner.**

- ☐ for relaxation
- ☐ to acquire information
- ☐ for escapism
- ☐ to train one's memory
- ☐ to help further one's studies or career
- ☐ for fun
- ☐ to keep up with current events



## PART B: LISTENING

**Task 1. Listen to a book review and fill the blank.**

This is a (1)............ book with easily readable prose for teachers, both novice and expert. It is also a (2) ...........to the author that the book is (3)............. without being repetitive as the structure for each chapter is organised in a logical way to encourage readers' (4)................. More specifically, it includes main sections, reflections and comments from teachers, with integrated short sections such as "Warm-up", "For Discussion", and "You try it....", which gets the (5)............... to think about the subject, discuss it, and apply some ideas related to the subject of the (6).................. Although it was written specifically for English language teachers, it is clear that the various practical (7).............. which are underpinned by the book may provide a clear (8).............. to planning and structuring practicum for teachers in general. Although the book was (9) ....................to naturally reflect the author's experience as an English language teacher (10).............. at the University of Hawaii in the USA, a native speaking environment, it still has timely (11) ................ with important implications for teachers in other contexts as it always (12) .............. the readers' awareness of the context and cultural specificity. It is an excellent (13)................ to the literature on teacher education and to the understanding of how TESOL practicum can be (14)...................... and structured. I would suggest that the book should (15)...................... to being an indispensable part in an ELT trainee teacher's education.

**Task 2. Listen to the passages about reading to children and choose the most suitable heading for each passage. There are more headings than passages.**

A. Use books to bond
B. Set up a ritual
C. Repeat, repeat, repeat
D. Ham it up
E. Choose appropriate books
F. Follow her interests
G. Demonstrate your own love of books
H. Talk

Passage 1: Passage 2: Passage 3:
Passage 4: Passage 5: Passage 6:

# TOPIC 7: SPORTS

## PART A: SPEAKING

**Task 1. Rearrange the following sentenses to make a complete conversation between an interviewer and a tennis player.**

a. Can you talk about the conditions out there today? Specifically, the heat early on and then the wind later in the match.

b. In this extreme heat, have you lost any weight? I know some commentators mentioned you've been looking a little skinny.

c. Yeah, I don't know. The match wasn't that long, and I played like an hour the last two days. So I don't think there's much I was eating more than I was practicing, so.

d. Um, yeah, I mean, it was a little bit warmer at the beginning and at the end of the match.

e. Yeah, I mean, it's definitely an advantage, I would think, yeah, because weathering the conditions here in New York.

f. No problem. The body has gotten used to playing matches and serving one after another, returning one after another, for three, four hours in a row.

g. At this point in your career, is it any more important for you to make sure you get off court as soon and quickly as possible?

h. You mentioned that you had muscle pain in Toronto; earlier this week you were talking about it. How are you feeling now?

i. No, not really. I feel it's the same.

j. Yeah, body is well. Mentally obviously I'm fresh, too. I haven't played much, so I'm really eager to, you know – looking forward to.

k. You're the only past champion left in the men's tournament. How much of an advantage is that, or a help is that, knowing you've done it in the past versus other players who are trying to but don't know that they can, because they haven't?

l. What do you think about Russian tennis? Maybe have some Russian friends on tour?



m. Yeah, I mean, Russia's always been very strong, especially on the women's side lately.

n. Two matches in, do you feel like your game and your body are exactly where you want them to be?

**Task 2. John and Adam support their local football team, but John couldn't go to watch them play last week. Complete the conversation with a suitable word.**

John: How was the (1)................last week?

Adam: It was brilliant! We (2)...........the other side, of course!

John: Great! How many goals did we (3)................?

Adam: Two. Well, three, really, but the (4)............ didn't allow the last one.

John: How many more (5) ..............are there this season?

Adam: Only four more. If we (6)............ them all, we've got a chance of winning the Cup !

John: I think we can do it. We've got such good (7)...... in the team now that we really can't (8)...............

**Task 3. Which of the following activities are used with *do, go,* or *play*?**

surfing, judo, weightlifting, yoga, fishing, badminton, wrestling, games, aerobics, billiards, skateboarding, bicycling, rugby, golf, (table) tennis, chess, baseball, swimming, cricket, bowling, skiing, athletics, cycling, gymnastics, snowboarding, climbing, sailing, jogging,

| |
|---|
| do: |
| play: |
| go |

## PART B: LISTENING

**Task 1. You are going to hear a football match's report. As you listen, complete the sentences by writing a word or short phrase in the space provided.**

Chelsea finally ended their six-game (1)...........run in the Premier League (2)......... Bolton 1-0 at Stamford Bridge thanks to a second-half (3) ..........from Florent Malouda. The Blues began the evening outside of the top four, seven points adrift of Manchester United, but they may finally have (4) ............the corner heading into 2011.

Only in the (5).......... Premier League (6).............has a team gone seven (7)........without victory - and gone on to lift the title. That team was Manchester United, but you cannot imagine Sir Alex Ferguson's side would have been so (8).............to Carlo Ancelotti's struggling (9) ............., who barely created a chance in the (10)............_45 minutes.

The Blues had Nicolas Anelka back in their (11)........ XI, but it was Bolton who arguably enjoyed the better moments in a first half that did not produce a single (12) ........._on target. Ancelotti responded by sending his team out early from the half-time team talk, and it almost produced instant (13)......... as Didier Drogba came as close as anybody to breaking the (14)............

The (15)............ eventually arrived on the hour and it was Drogba who supplied the assist, rolling the (16) .............into the path of Malouda at the back post for a goal that brought relief around Stamford Bridge. Bolton called for an (17) ............against Drogba, but that did not concern Ancelotti who greeted the goal with raised arms and (18).........fists.

# TOPIC 8: YOUTH

## PART A: SPEAKING

**Task 1. Work in pairs to complete these speeches congratulating young people on various types of success.**

Over the years, Thang has (1)......... the respect of his colleagues at the Faculty of Hanoi National University. Thang is always a young active lecturer. His early career has been a (2)............. success, and he has (3)...... an enormous contribution to our profession. Thank you from all of us.



I am delighted to introduce one of our outstanding young people, Phan Anh Dao. Dao (1977) is a disabled pottery artisan from the Bat Trang pottery village. He is the only man in the village who still (4).................the traditional manual pottery-making method. He won the first prize in a pottery-making contest in his district in 2006 and the Hanoi outstanding youth title in 2006. He is not always a brilliant artisan, but his work shows a dramatic (5)........... last year, and his success has (6)............ Congratulations!

It is my honour to (7).............. the Youth Excellent Award to Tran Minh. Minh is a student of the Vietnam National University. Minh has been an (8)...............student for many consecutive years despite his poverty-ridden (9)......... He has won many certificates of merit for (10).............in study and many local and international chess prizes. He has participated in many volunteer activities. Please join me to congratulate Minh.

**Task 2. Rearrange the following sentences to make a complete interview between Ngoc Lan, a reporter, and Tran Minh.**

A. My father taught me to play chess when I was 6. When I was 8, my teacher who is a very good chess player usually played with me.

B. Hello, Minh. Welcome to our studio! My name's Ngoc Lan.

C. Thank you very much.

D. Hello, Ngoc Lan. It's my honour to be here today.

E. Yes. My family lives in a mountainous area in Lang Son. My father is a teacher and my mother is a farmer. I have a younger sister, who is studying in a high school in Lang Son.

F. Did you ever go to extra classed when you were a high school student?

G. First of all, tell us something about your family.

H. No, I didn't. I only studied at school and revised the lessons at home.

I. Sure. It's a good way for me to develop my thinking and to relax.

J. I know that you have been an excellent student for many years at VNU. Do you have any tips to share with other students?

K. Besides great achievements in studying, you've won many local and international chess prizes. When did you start playing chess?

L. It's very simple. Stay focused on what you're doing!

M. Do you intend to continue playing chess?

N. It's really nice to talk with you. We wish you a lot of success and happiness in the future.

**Task 3. Work in pairs. Read the following information about Vu Dang Minh Anh, a piano talent.**

Imagine that one of you is a reporter and the other is Minh Anh. Make an interview, basing on the information given. You can use the interview in Task 2 as an example.

> **Vu Dang Minh Anh**
>
> Minh Anh was born in 1994 in Poland. She is now studying at the Karol Szymanowski Conservatory in Warszawa, Poland. Last December, she had her first performance at the Hanoi Opera House. Not only gifted in music, Minh Anh is also very eloquent in six languages: English, French, German, Polish, Latin and Vietnamese.
>
> Minh Anh has won various international and prestigious prizes, such as first prize at the San Sebastian International Piano Concours 2003 and first prize in composition at the Karol Szymanowski Music Competition.

## PART B: LISTENING

**Task 1. Listen to the news and fill the blank with NO MORE THAN THREE words.**

1. The congress of the Vietnam Youth Union took place at the My Dinh .................. in Hanoi.
2. The congress aimed to review the past term and ................for the new term.
3. One thousand ..........................from Vietnam and abroad attended the congress.
4. They represent 54 .......................... nationwide, 85 delegates belonging to different religions, and 345 representing women.
5. The average age of delegates is ..............................



6. The youngest representative is ..................
7. General Vo Nguyen Giap himself wrote a letter of ....................to the congress.
8. Mastering............................, volunteering for social welfare, protecting the environment, improving the community's health care, as well as strengthening the Vietnam Youth Union were the focus of discussion.

**Task 2. Listen to the passage and fill the blank with a suitable word.**

Parent trouble

We want to help our (1) .............daughter. She was (2) ................... about things in her life and was not enjoying things she was doing. We wanted to (3) ............... her to talk to us more. First, we talk to several other parents about their situations. Then we acted out common problems and put ourselves in the (4) .................... of our children. We tried to explore ways in which both parents and the children would (5) ..................more. A lot of what we learnt was common sense such as (6) .................. to our children more. We also learn to (7) .................. our children more. Sometimes parents find it easy to (8) ................ and forget to praise the good things. We also learnt to talk about things in advance before a problem became too large. This way, the (9) .................. is finished before the problem is too big. We also learnt the importance of rules and (10) .................. time for doing things to be done. Before, we felt (11)..................... doing this because we had been teenagers ourselves in the liberal 60's. They did not mind at all. They were (12) ...................... Now they say they can (13)........... a difference in our (14) ............. Sometimes, that laugh and say, "We know what you are doing, you are trying to praise (15) ......................, aren't you?" But praise is a very powerful thing. No one can resist it. It always works.

(Source: Timesaver reading lesson)

## TOPIC 1: HOME LIFE

### READING 1

**Stop and spend time with your family**

A. A long time friend (whom I will call Marvin) and I scheduled a lon overdue luncheon meeting to catch up on each other's lives.

B. Marvin summed up his business activities with a quick "business is great" response and leaped into a joyous discussion about his family. Marvin an his wife Debra have been married for 25 years. They have three childr ages 20, 15 and 3 years old.

C. He spent a great deal of time talking about the things that Gracie, their 3 year-old daughter was doing. He said that her display of love made hi feel ten-feet tall. Each evening as he pulled into the driveway he woul look up at the picture window and there she was waiting for his arriv with a happy smile and a wave. By the time he got to the door she w standing there to give him his daily hug and kiss.



D. He said that one day after one of those greetings he mentioned to Debra how different children were today. He reminded his wife that their older children had never shown that same kind of affection. [■] And then with a hint of sadness he recounted Debra's response. She reminded him that the older children had come along while Marvin was in the midst of building his construction company and he had worked 12 to 15 hours a day. [■] It was only during the past few years that Marvin felt comfortable enough to work fewer hours, which allowed him more family time. [■] Debra concluded that Gracie knew her father in a different way than the older children, not because Gracie or times had changed but Marvin had changed. [■]

E. He went on to tell me how he would never have known what he missed if Gracie had not come along. Marvin said that after his eye-opening conversation with his wife he reflected back on the years during the building of his company. He remembered his employee turnover was exceptionally high. He now recognizes that he wanted his employees to log the same long grueling hours as he had and they couldn't or wouldn't adhere to his pressure. He said that since slowing down he no longer took medication for headaches and ulcers. And his mood was more pleasant and he was enjoying life more.

F. Talking to Marvin made me think of my dad. [■].My father worked three jobs to care for his family and without fail he always made a point to be home for the family dinner. [■]. My guess is that my father had to make sacrifices somewhere along the way. [■].Maybe he let a few dollars pass him by in order to spend time with us. [■]

D. It is very easy to get caught up in the daily realm of business and let other important issues go. The only way to avoid this situation is to keep in mind the reason for building a business or going to the job in the first place. Usually the reason is simply to provide for the ones you love. Could this be the reason that many business people keep a photo of the family on their desk? Could it be a reminder of what their real goals and aspirations are?

H. I am grateful for the Marvins in the world that serve as a reminder to stop and reassess how and why we do what we do. With that said I think I'll stop right here and take in lunch and a movie with my daughter and granddaughters. And after that I'll help my husband with the spring flower planting.

(Adapted from http://www.usatoday.com)

***The article has 8 paragraphs, A-H. For questions 1 to 6, decide which paragraph contains the following information.***

1. The reason why different children showed their love to their father differently.
2. Going out to have lunch and see a movie with one's beloved.
3. The purpose of people doing their business.
4. Lovely ways to display the love to her father.
5. A guess about her father's sacrifice.
6. How life changed after cutting down workload.

***For questions 7 to 15, choose the correct answer A, B, C or D.***

7. The phrase leaped into in paragraph B is closest in meaning to.....................

A. jumped high C. moved quickly to

B. happened suddenly D. did quickly

8. According to paragraph C, his youngest daughter's display of love made Marvin............

A. feel he was taller B. confused

C. try to be taller D. feel very happy

9. The phrase come long in paragraph D is closest in meaning to..................

A. progressed C. gone with him

B. appeared D. hurried

10. Look at the four squares [■] that indicate where the following sentence could be added to paragraph D.

***She reminded him that the children were usually in bed when he got home and he was gone back to work before they got up.***

Where would the sentence best fit? Choose the square [■] where the sentence should be added to the paragraph.

A. 1st square C. 3rd square

B. 2nd square D. 4th square

11. According to paragraph D, all of the following are true about Marvin EXCEPT

A. He owned a construction company.

B. He used to work very long hours.

C. He worked much more recently.

D. His two older children knew him in a different way than his youngest child.



12. The word grueling in paragraph E is closest in meaning to

A. happy C. effortless

B. very tiring D. demanding

13. According to paragraph E, after reducing his workload, Marvin.............

A. asked his employees to work long hours.

B. experienced a lot of pressure.

C. became a healthier and more pleasant person.

D. had headaches and ulcers.

14. Look at the four squares [■] that indicate where the following sentence could be added to paragraph F.

***And he kept Saturday afternoon and Sunday morning available for his family.***

Where would the sentence best fit? Choose the square [■] where the sentence should be added to the paragraph.

A. 1st square C. 3rd square

B. 2nd square D. 4th square

15. According to the author, many business people have a family photo on their desk because..............

A. this could remind them of their real goals of doing business.

B. they can look at it when they miss their family.

C. they work far from home.

D. they can easily forget their family.

## READING 2

### Does Birth Order Really Matter?

Does birth order help shape us into who we are? Researchers' opinions vary widely. This educational topic examines the different birth order placements and their "typical" characteristics. (1)......... Being the oldest child, the middle child, or the "baby" may impact our personal development. We will highlight a common, three-child family in this program topic.

*A. The Firstborn*

It's easy to understand the special relationship the firstborn has with her parents. Everything the child accomplishes is recorded, applauded, and documented. First-time parents try to be sure to do everything right – to parent properly. (2)........

Parents also typically spend more time with the first child. Their attention is not divided among several children but focused on only one. They have time to play with their firstborn and provide more language interactions. The encouragement the parents give the firstborn may increase her desire to achieve and receive praise, but it also may raise the pressure to succeed. The firstborn often becomes very skilled at knowing what parents (and later teachers and bosses) want, and then doing it. She becomes very rule-conscious and goal-oriented, with strong attention to detail.

Because the family later may rely on the firstborn and leave her in charge of younger siblings, she becomes more dependable. Her younger siblings view her as their leader, and her leadership ability and confidence increase. She is frequently described as ambitious, determined, and organized.

Being the firstborn also presents some disadvantages. The desire to please can cause some firstborns to fear failure to such an extent that they set even higher standards. There is more pressure, higher expectations (she must set the good example), and the rules for behavior may be tighter and stricter for the first child, even as additional children are born.

*B. The Middle Child*

Look at a photo album of a family with three children and you will usually notice something quickly. Normally, there are many pictures of the firstborn, several of the youngest, but often few of the middle born. The middle born may appear in lots of pictures with the siblings. Lack of such individual attention may make the middle child feel unloved.

The characteristics of the middle child can exhibit the most variety of any of the birth order positions. The middle child may be a mediator or one who totally avoids conflict. She may be shy and quiet or friendly and outgoing. (3)........She may be independent but extremely loyal to a peer group. The middle child can sometimes be the family's rebel. Many times, she excels at something the firstborn does not. For example, if the older child does well in school, the middle child may take up sports and excel in athletics while being an average student.



The middle child may feel "squeezed" by the older and younger siblings. She may feel she doesn't have a place in the family. She is not the prized firstborn or the cute "baby." It may seem that the middle child has the toughest family position, but this position also can offer the best of both worlds. She is younger than the oldest, yet older than the youngest. (4).............

Middle-born children tend to have more people skills than their siblings because of the negotiating and mediating they have had to do growing up. The middle child often is thought of as the effective team player and may have carved out her place outside the family, thereby acquiring many friends.

*C. The Youngest Child*

The youngest child in the family often hears "You will always be the baby" even when he is 30 years old. (5)..........The youngest child likes to perform for the other members of the family to get attention. Since he frequently is catered to by everyone, he can develop some less favorable traits and be critical, temperamental, spoiled, impatient, and impetuous.

The youngest child often may have everyone in the family pampering and making over him. The older siblings enjoy playing with the baby, and mom and dad are more relaxed at this point in their parenting life. The youngest child does not have either the pressures of the oldest child or the "left out" feeling of middle child. He has two older siblings to learn from, but he may also depend on them too much. Sometimes the youngest child will not accept responsibility or make decisions on his own. The older siblings have been the leaders, and frequently the youngest has not had to be an independent thinker.

(Adapted from "Does Birth Order Really Matter?, http://www.wvu.edu)

**Questions 1-5:** ***Five sentences have been removed from the passage. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use.***

A. She may compete with the older child or decide to avoid competition.

B. Often, the baby is the outgoing charmer, the "air head," the affectionate one.

C. Her older brother gets a better deal because he's going to be first at everything, like prom and graduation and college.

D. She is both a big sister and a little sister.

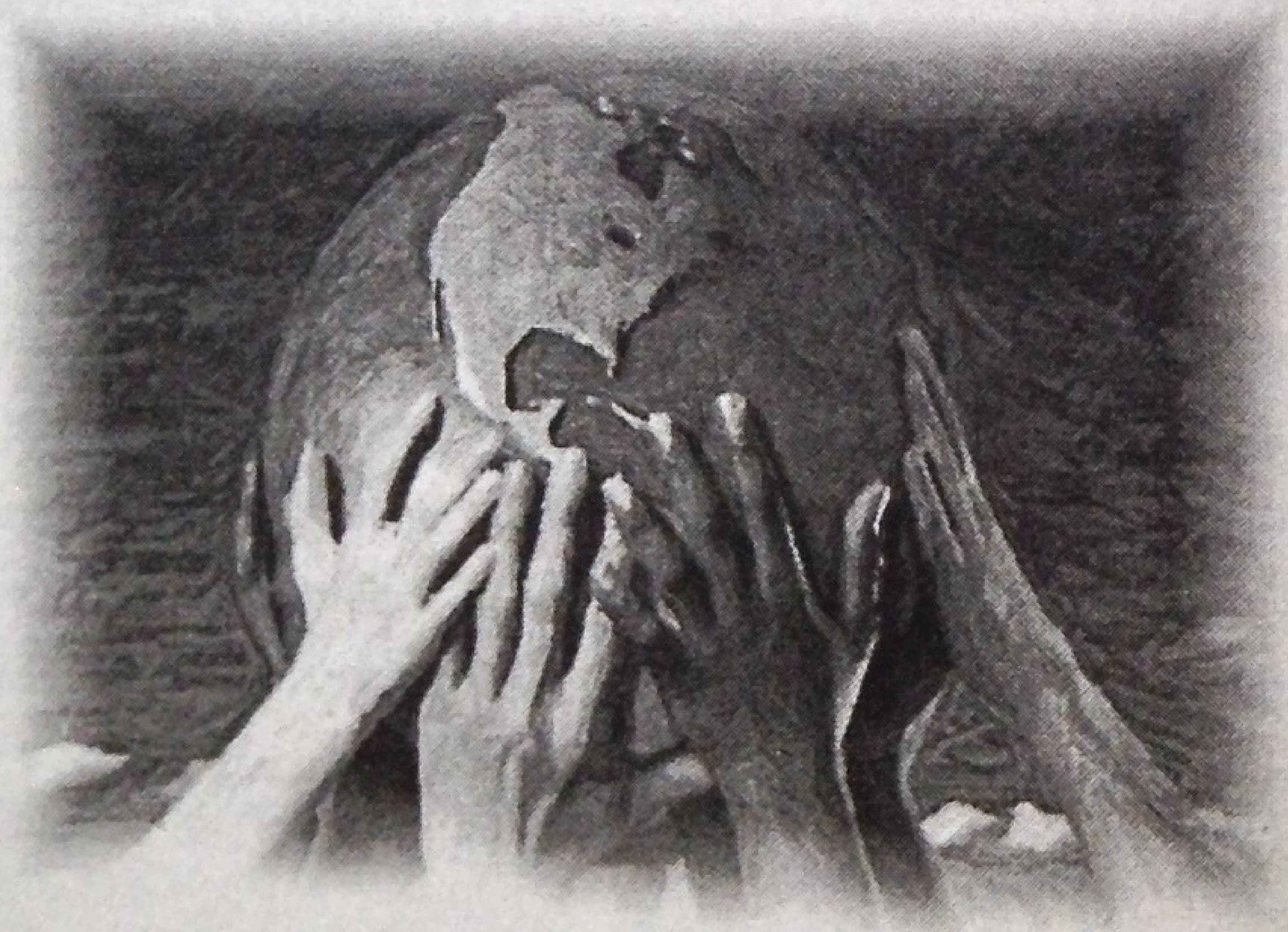
E. "Typical" is defined here as the characteristics that are most common to different birth order positions.

F. Their attitude may be reflected by the child who then tries to please the parents by doing everything right.

**Questions 6-15:** *Following are the characteristics of three kinds of child (A-C) presented in the reading passage. Match each of them with the kind of child. Write A, B or C in the appropriate boxes.*

| Characteristics | Kind of child |
|---|---|
| 6. may have fewer personal photos in a family album | |
| 7. can be great at seeing both sides of an issue | |
| 8. can be dependent on their siblings | |
| 9. eager to please other people | |
| 10. can possess not desirable personality characteristics | |
| 11. may not like to obey the family's rules | |
| 12. can experience lots of pressure and high expectations | |
| 13. can learn much from other siblings | |
| 14. pay much attention to details | |
| 15. may feel unloved and neglected | |

# TOPIC 2: CULTURAL DIVERSITY





## READING 1

### Differences in Cultures

Increasingly, managers must deal with multiple ethnic groups with very different cultures. Thanks to globalization, you are likely to work with Japanese, French, Chinese, German and all sorts of other nationalities. It is important to recognize that people from different cultures are different in a variety of ways, including

- different ways of looking at things
- different ways of dressing
- different ways of expressing personality/goodness

These differences can cause problems interpreting what the other person is doing. Some simple examples:

- In the US, a firm, short handshake indicates self-confidence and (heterosexual) masculinity. A limp handshake by a man can be interpreted (usually wrongly) as a sign of homosexuality or wimpiness. But in most parts of Africa, a limp handshake is the correct way to do it. Furthermore, it is common in Africa for the handshake to last several minutes, while in the US a handshake that is even a few seconds too long is interpreted as familiarity, warmth and possibly sexual attraction.
- In Britain, men do not look at women on the streets. The French do. Recently, a French public figure mentioned in a speech that the Brits are all gay -- the evidence was their lack of overt interest in women.

  Some dimensions along which cultures vary:

### High Context vs. Low Context

A low context culture is one in which things are fully (though concisely) spelled out. Things are made explicit, and there is considerable dependence on what is actually said or written. A high context culture is one in which the communicators assume a great deal of commonality of knowledge and views, so that less is spelled out explicitly and much more is implicit or communicated in indirect ways. In a high context culture, more responsibility is placed on the listener to keep up their knowledge base and remain plugged into informal networks.

Low context cultures include Anglos, Germanics and Scandinavians. High context cultures include Japanese, Arabs and French.

**Implications**

- Interactions between high and low context peoples can be problematic.
  - Japanese can find Westerners to be offensively blunt. Westerners can find Japanese to be secretive, devious and bafflingly unforthcoming with information
  - French can feel that Germans insult their intelligence by explaining the obvious, while Germans can feel that French managers provide no direction
- High context cultures are vulnerable to communication breakdowns when they assume more shared understanding than there really is. This is especially true in an age of diversity.

### Monochronic vs. Polychronic

Monochronic cultures like to do just one thing at a time. They value a certain orderliness and sense of there being an appropriate time and place for everything. They do not value interruptions. Polychronic cultures like to do multiple things at the same time. A manager's office in a polychronic culture typically has an open door, a ringing phone and a meeting all going on at the same time.

Polychronic cultures include the French and the Americans. The Germans tend to be monochronic.

**Implications**

- Interactions between types can be problematic. German businessman cannot understand why the person he is meeting is so interruptible by phone calls and people stopping by. Is it meant to insult him? When do they get down to business?
- Similarly, the American employee of a German company is disturbed by all the closed doors -- it seems cold and unfriendly.

### Future vs. Present vs. Past Orientation

Past-oriented societies are concerned with traditional values and ways of doing things. They tend to be conservative in management and slow to change those things that are tied to the past. Past-oriented societies include China, Britain, Japan and most Spanish-speaking Latin American countries.



Present-oriented societies include the rest of the Spanish-speaking Latin American countries. They see the past as passed and the future as uncertain. They prefer short-term benefits.

Future-oriented societies have a great deal of optimism about the future. They think they understand it and can shape it through their actions. They view management as a matter of planning, doing and controlling (as opposed to going with the flow, letting things happen). The United States and, increasingly, Brazil, are examples of future-oriented societies.

### Quantity of Time

In some cultures, time is seen as being a limited resource which is constantly being used up. It's like having a bathtub full of water which can never be replaced, and which is running down the drain. You have to use it as it runs down the drain or it's wasted. In other cultures, time is more plentiful, if not infinite. In old agricultural societies, time was often seen as circular, renewing itself each year.

**Implications**

- In societies where time is limited, punctuality becomes a virtue. It is insulting to waste someone's time, and the ability to do that and get away with it is an indication of superiority/status. Time is money. In cultures where time is plentiful, like India or Latin American, there is no problem with making people wait all day, and then tell them to come back the next day.
- Time-plentiful cultures tend to rely on trust to do business. Time-limited cultures don't have time to develop trust and so create other mechanisms to replace trust (such as strong rule-by-law).

### Power Distance

The extent to which people accept differences in power and allow this to shape many aspects of life differ among cultures. Is the boss always right because he is the boss, or only when he gets it right?

**Implications**

- In high power distance countries (most agrarian countries), bypassing a superior is unsubordination. In low power distance countries (US, northern Europeans, Israel), bypassing is not usually a big deal.

- In the US, superiors and subordinates often interact socially as equals. An outsider watching a party of professors and graduate students typically cannot tell them apart.

### Individualism vs. Collectivism

In individualist cultures, individual uniqueness, self-determination is valued. A person is all the more admirable if they are a "self-made man" or "makes up their own mind" or show initiative or work well independently. Collectivist cultures expect people to identify with and work well in groups which protect them in exchange for loyalty and compliance.

Paradoxically, individualist cultures tend to believe that there are universal values that should be shared by all, while collectivist cultures tend to accept that different groups have different values.

Many of the Asian cultures are collectivist, while Anglo cultures tend to be individualist.

**Implications**

- A market research firm conducted a survey of tourist agencies around the world. The questionnaires came back from most countries in less than a month. But the agencies in the Asian countries took months to do it. After many telexes, it was finally done. The reason was that, for example, American tourist agencies assigned the work to one person, while the Filipinos delegated the work to the entire department, which took longer. The researchers also noticed that the telexes from the Philippines always came from a different person.

### Problems Caused by Cultural Differences

- You greet your Austrian client. This is the sixth time you have met over the last 4 months. He calls you Herr Smith. You think of him as a standoffish sort of guy who doesn't want to get really friendly. That might be true in America, where calling someone Mr. Smith after the 6th meeting would probably mean something -- it is *marked* usage of language -- like "we're not hitting it off". But in Austria, it is normal.
- A Canadian conducting business in Kuwait is surprised when his meeting with a high-ranking official is not held in a closed office and is constantly interrupted. He starts wondering if the official is as important as he had been led to believe, and he starts to doubt how seriously his business is being taken.
- A British boss asked a new, young American employee if he would like to have an early lunch at 11 am each day. The employee said 'Yeah, that would be great!' The boss immediately said "With that kind of attitude, you may as well forget about lunch!" The employee and the boss were both baffled by what went wrong. [In England, saying "yeah" in that context is seen as rude and disrespectful.]
- A Japanese businessman wants to tell his Norwegian client that he is uninterested in a particular sale. So he says "That will be very difficult." The Norwegian eagerly asks how he can help. The Japanese is mystified. To him, saying that something is difficult is a polite way of saying "No way in hell!". Dave Barry tells the story of being on a trip to Japan and working with a Japanese airline clerk on taking a flight from one city to another. On being asked about it, the clerk said "Perhaps you would prefer to take the train." So he said "No, I want to fly." So she said "There are many other ways to go." He said "Yes, but I think it would be best to fly." She said "It would be very difficult". Eventually, it came out that there were no flights between those cities.

(Adapted from *Analytic Technologies* website)

**Questions 1-15:** ***Use the information in the text to match the <u>ethnic groups/ types of cultures</u> listed (1-15) with <u>their characteristics</u>. Write the appropriate letter in boxes 1-15. There might be more than one answer for each question. You might not need all the answers.***

**Ethnic groups/ types of cultures**

1. The Americans
2. The Africans
3. The French
4. The English
5. The Japanese
6. The Arabs

7. The Scandinavians
8. The Germans
9. The Chinese
10. The Brazilians
11. The Indians
12. The Israelis
13. The Filipinos
14. The Spanish-speaking Latin Americans
15. The Austrian

**Characteristics**

i. prefer multi-tasking
ii. put less emphasis on power distance
iii. punctuality is not a virtue
iv. a firm, short handshake is inappropriate
v. address people by title and last name despite some familiarity
vi. take time to accept changes
vii. a task is shared by many people in the organization
viii. a firm, short handshake indicates self-confidence
ix. lack overt interest in women
x. work on one task at a time
xi. explain everything in great details
xii. work on planning for the future
xiii. a firm handshake indicates homosexuality
xiv. assume a great deal of shared knowledge
xv. rely on trust to do business
xvi. have a strong sense of orderliness
xvii. a long handshake indicates familiarity, warmth and possibly sexual attraction



**Questions 16-20:** ***Complete the following sentences, using NO MORE THAN TWO WORDS from the text for each answer.***

16. People from high context cultures might find people from low context cultures ________________.
17. People from ______________ cultures might doubt whether their multi-tasking business partners take business seriously.
18. Past-oriented cultures are closely attached to ______________ and are less acceptable to changes.
19. A subordinate from a ______________ power distance culture is less likely to challenge his boss because it goes against his beliefs about the power hierarchy in the company.
20. Surprisingly, ______________ are less likely to see that different groups have different values.

## READING 2

### How to deal with culture shock?

***What is Culture shock?***

Culture shock is caused by the stress of being in a new culture. It is a completely normal consequence of being in a totally new environment, meeting many new people, and having to adapt to new foods, customs, language and academic life.

Even if you have planned and prepared for your period of study abroad, the effects of the changes you have to make in adjusting to life in the UK might still take you by surprise. Culture shock can affect anyone, not just international students and different people experience it to greater or lesser degrees. In the early stages of culture shock, some of the following feelings are common:

- ☐ Homesickness
- ☐ Headaches or stomachaches
- ☐ Easily tired
- ☐ Loneliness or a sense of hopelessness

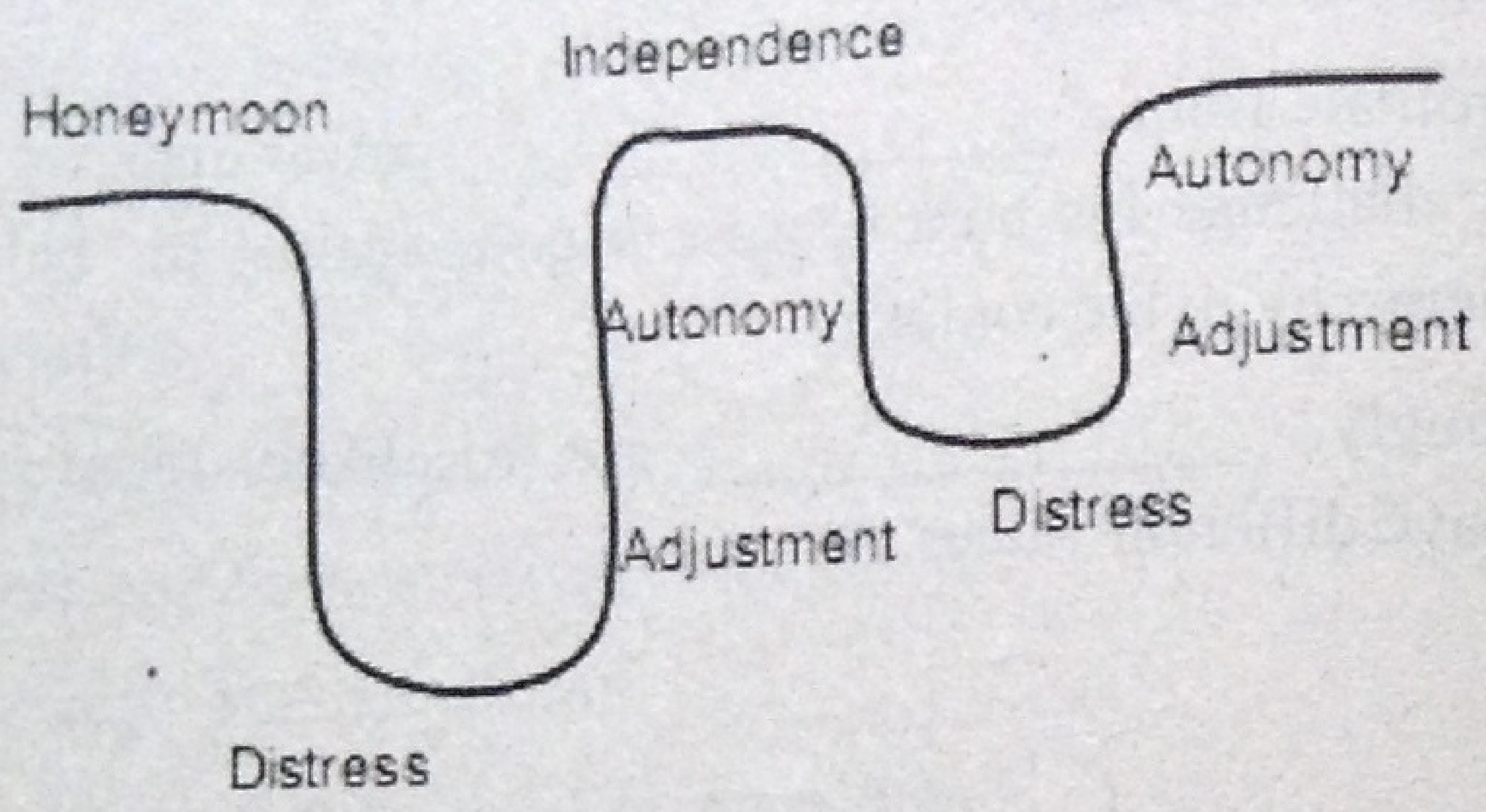
☐ Distrust of people

☐ Withdrawal from people and activities

☐ Lowered work performance

☐ Anger, or anxiety and suspicion

See the 'W-Curve' diagram below for a profile of the different phases of culture shock. You may experience these partially or fully, or even experience different parts of the curve several time over.




The *Honeymoon Phase* is usually experienced when you first arrive in a new culture, when differences are exciting and intriguing.

The *Distress Phase* may be noticeable after a few days or weeks. Those initially exciting cultural differences may now cause you to feel insecure or confused, as you struggle to understand the rules of the new culture you find yourself in. At this stage, you may find you miss your family and home support structure the most.

Next, in the *Adjustment Phase*, you may find you feel irritated, or frustrated with the cultural difference you come across in daily life: perhaps with the learning and teaching environment, or in your relationships with staff or other students, with your accommodation. You will probably find you make comparisons with your home culture and decide you prefer home! Don't worry this is completely normal and is just part of the integration process. You may consciously or unconsciously also be assessing your own cultural values and trying to make sense of them in your new cultural context.

In the *Autonomy Phase*, you have by now probably worked out how to operate in your new cultural environment - how to satisfactorily interact with



people and make friends, where to shop, eat and socialise, as well as to understand and cope with your new learning environment. You are most likely now learning to accept the differences between your home culture and those of UK culture and to feel more relaxed.

The *Independence Phase* brings with it the feeling of self-assurance and more complete understanding. You will now be able to value the differences and similarities between your own culture and that of your host country and you will feel confident about handling most or all situations.

***What can I do about culture shock?***

Although culture shock is uncomfortable, it is a normal part of the adjustment process. There are however a number of ways to help reduce its impact:

☐ Be aware of the symptoms. Once you realise you are experiencing culture shock you can take steps to deal with it. Remember your feelings are normal and many other students around you - both UK and non-UK will be feeling the same way you are.

☐ Try to find out information about different aspects of the culture which puzzle you or seem strange. Don't be afraid to ask questions. For example:

⇒ Behaviour which may seem rude to you may not be intended to be rude.

⇒ Polite customs are different in each culture so when situations do not seem to make any sense, remember that people may be following social rules which are as yet unknown to you.

☐ Drinking plenty of water, eating well and exercising helps to reduce stress.

☐ Relax - we all misunderstand things from time to time, so don't feel bad if this happens to you. Just try and move on and try to think of it as a learning experience.

☐ Look for ways to do things which you enjoyed doing in your home country: Perhaps join a society. Find out more details from LUSU, Lancaster University's Student Union).

☐ Develop friendships with both UK students and students from your own country. At times the friendships with culturally different people may seem hard to maintain but can be a good way of understanding other cultures. It

is also important to spend time with people from a similar culture so you can support and assure each other during any difficult times.

☐ Make sure you have a few familiar things around you, such as photographs, posters or ornaments. This can be very comforting, especially in the first few days and weeks. Ask your family to send you some things if you didn't bring anything with you.

☐ Find a local supplier of food which is familiar to you. Ask other students where they shop, or contact Student Services or the Student Union (LUSU) for advice. Eating a nutritious and balanced diet will help you stay healthy.

☐ For some students linking with a faith community will put you in touch with a familiar setting, whether it is a church, mosque, synagogue or temple. Enquire at the Chaplaincy Centre as the first point of contact for religious provision on campus, or contact Student Services.

Finally, remember that most people will experience culture shock in one form or another. Don't feel that it is a sign that you have made a mistake, or that you are not coping. The symptoms will pass before too long and you will probably find that it has been a useful learning experience for you, whether you intend to return to your home country or stay for some time in the UK.

***Where can I go if I need help?***

If you are struggling with feelings of culture shock, or are experiencing some of the above symptoms, you can make an appointment to speak to the International Student Adviser, in Student Services. We can listen to you with understanding of your situation.

Alternatively you could talk to your tutor in your academic department, or a college secretary or porter. Anyone approachable and friendly will understand about the stress you are experiencing. The University wants to create an environment where all students and staff respect each other and we want you to have a successful and happy stay here.

Jennifer Raper International Student Adviser

Tel 01524 594619 J.raper@lancaster.ac.uk

(Adapted from www.lancs.ac.uk/studentservices/)



**Questions 1-5:** ***Complete the following notes about the different phases of culture shock, using NO MORE THAN TWO WORDS from the text for each answer.***

- The honeymoon phase: ________1________ are seen in a romantic light, as something wonderful and new. E.g. in moving to a new country, a new comer might initially love the new foods, the new lifestyle, etc.
- The distress phase: New things start to lose their attraction. You might feel confusion, insecurity and/ or intense ________2________ as you try to make out things in the new environment.
- The adjustment phase: Frustration might result from ________3________ of the new environment with the familiar context. New experience forces you to reflect on your cultural identity.
- The autonomy phase: More relaxation results from the ability to ________4________ as you grow accustomed to them.
- The independence phase: ________5________ results from being able to value differences and to cope with the new life.

**Questions 6-10:** ***Do the following statements agree with the information given in the reading?***

In boxes 6-10, write:

| | |
|---|---|
| TRUE | if the statement agrees with the information. |
| FALSE | if the statement contradicts the information. |
| NOT GIVEN | if there is no information on this. |

6. Good planning and preparation can reduce the likelihood of culture shock when you come to a new environment. ☐
7. Different cultures may have *different norms of politeness*, so new students should not feel that they have to know about all the differences between their cultures and the host culture. ☐
8. Suffering from certain physical illnesses can be a sign of culture shock. ☐
9. Culture shock is an alarming sign that you are not coping well in the new environment. ☐
10. New students are advised to visit Student Services if they need help with fighting culture shock before considering other options, e.g. talking to friends or lecturers. ☐

**Questions 11-15:** *Choose the most suitable answers by circling A, B, C, or D.*

11. The author mentions all of the following as a symptom of culture shock EXCEPT:

A. self-pity. B. tiredness.

C. bad performance. D. withdrawal.

12. The author mentions all of the following as a way to cope with culture shock EXCEPT:

A. reducing stress.

B. adopting new customs.

C. making friends.

D. joining social groups.

13. It can be inferred from the text that culture shock:

A. can be experienced by everyone who finds himself or herself in a new culture.

B. might alienate new arrivals from people around them.

C. will pass after new arrivals have settled in and adapted to the new context.

D. all of the above.

14. The tone of the author towards the new arrivals in the UK is:

A. affectionate. B. ridiculing.

C. sympathetic. D. critical.

15. It can be inferred from the text that the author is:

A. Jennifer Raper. B. a webmaster.

C. Student Services staff. D. a lecturer.



# TOPIC 3: HIGHER EDUCATION

## READING 1

**Exam Chief Urges Universities To Simplify Their Admissions Procedures**

A. Universities are limiting the future prospects of thousands of teenagers by **shrouding** their admissions decisions in mystery, the exams regulator said tonight. Isabel Nisbet, chief executive of Ofqual, attacked universities for treating applicants as if they were clairvoyants and called for university admissions to be "less of a lottery". Speaking to the Guardian before the publication of the regulator's annual report tomorrow, Nisbet criticised what she described as an inherent unfairness in university admissions procedures. She said pupils who attend schools where teachers can "decode" universities' admissions rules stand a greater chance of winning a place. She went on to say that these schools are often fee-paying. "It should not be the case that the applicants with the best advice and guidance have a competitive edge," she said. "It should be possible for all students to understand admission requirements without an expert decoding them."

B. Nisbet said scores of pupils were making decisions on what subjects to study at the age of 13 or 14 that "closed doors to them" later – because the subjects they chose might not be deemed suitable or rigorous by tutors at the universities to which they later applied. Some qualifications, such as business studies and law A-level, are rated highly by some university admissions tutors but not considered suitable by others, she said. The same

was the case for the engineering diploma. "The same qualification can elicit different views, from 'this is the most desirable qualification' to those who think a course is not a credible qualification. It isn't always down to rational reasons and is sometimes a personal preference," Nisbet said. "Teenagers are not able to guess the personal views of a university and they need to know whether they are burning bridges at the age of 13."

C. Pupils and teachers are confused over whether universities would prefer A-level students to stick to three subjects and ensure that they achieve the highest possible grades, or take more subjects to widen their breadth of knowledge, she said. They were also unclear over how much universities wanted sixth-formers to expand their interests by taking part in community work, for example.

D. Nisbet added that universities needed to "redouble their work" in sending clear and helpful messages to potential applicants. "I completely understand that universities are different – that is a strength of the higher education sector. But we all need to give a bit. With such pressure on university places, students have to ensure that they make more than one choice of where to study."

E. The Guardian reported in August that teachers suspected the Russell group of elite universities – which includes Oxford and Cambridge – of rejecting outright pupils who take A-level subjects on an unofficial list of "banned subjects". The lists were reported to include law, art and design, business studies, drama and theatre studies A-levels. The Russell group said there was no such list. After publication of this article, Oxford University's press office contacted the Guardian to state that no blacklist exists and that the university accepts students with exactly those A-level subjects supposedly banned.

F. The London School of Economics is thought to be the only top university to publish its own list of "non-preferred" subjects. Cambridge University makes suggestions of subjects that might be useful for certain courses. Nisbet said the exams regulator needed to ensure that the qualifications taken by pupils were suitable for their next step, which often meant university. Meanwhile, the regulator has also warned that it has had to step up its efforts to prevent students from attending "bogus colleges". These are institutions that sell courses to overseas students, purporting to offer recognised qualifications. When the students arrive in the UK, they find that the courses do not exist and that the awarding organisation has no knowledge of the college. In 2009, the UK Border Agency tightened controls so that the 4,000 UK institutions bringing in international students was reduced to 1,500. "We now publish advice on our website about bogus colleges and are working with other agencies to protect **vulnerable** students from these deplorable practices," Nisbet said.

(Adapted from *The Guardian*)

**Questions 1-4:** ***The text has 6 paragraphs, A-F. Which paragraph contains the following information?***

Write the correct letter, ***A-F,*** in the boxes 1-4.

1. Some prestigious universities allegedly turn down students who inadvertently take A-Level subjects on their supposed blacklist.
2. Prospective students from overseas should be warned of sham colleges which sell courses that do not exist and/ or are not recognised by the awarding organization.
3. The ratings of A-Level subjects seem to vary among university admission tutors, who might have different personal views, causing confusion to applicants.
4. Universities do not make their admission rules transparent enough for prospective students, putting those without expert guidance at a disadvantage.

**Questions 5-10:** ***Do the following statements agree with the information given in the reading?***

In boxes 5-10, write:

| | |
|---|---|
| TRUE | if the statement agrees with the information. |
| FALSE | if the statement contradicts the information. |
| NOT GIVEN | if there is no information on this. |

5. Students who win the lottery held by the university to which they apply often stand a greater chance of being offered a place.

6. The decision students make regarding what A-Level subjects to take can affect whether they are admitted by the university of their choice.

7. University admission tutors are believed to consider it an essential requirement for future applicants to be actively involved in community work while at their sixth form.

8. Applicants who take only 3 A-Level subjects may not be eligible for admission to certain universities.

9. Because university admission criteria are not made clear, students often have to apply to more than one university to make sure they can get a place.

10. Contrary to the claim by some top universities about the absence of a blacklist of banned subjects, some subjects are in fact considered more desirable by university admission tutors.

**Questions 11-15:** ***Choose the correct answer A, B, C or D.***

11. The word "shrouding" in paragraph A is closest in meaning to:_________.

A. uncovering B. hiding

C. publishing D. complicating

12. The word "rational" in paragraph B is closest in meaning to: _________.

A. understandable B. impersonal

C. predictable D. sound

13. According to the text, why do university admission procedures tend to confuse future applicants?

A. Decisions on what A-Level subjects to study in order to qualify for university placement have to be made quite early on.

B. Universities cannot decide which qualifications are more suitable and credible, and nor can their potential applicants.

C. Universities do not publish their admission rules to help prospective students make informed decisions about how to best prepare for university studies.

D. Some institutions try to sell fake qualifications which are not officially accredited, thus affecting the reputation of UK universities.



14. The word "vulnerable" in paragraph F is closest meaning to: _________.

A. likely to be harmed B. likely to be attacked

C. easy to get hurt D. easy to get lost

15. The author mentions each of the following as a reason why university admissions are criticized EXCEPT: _________.

A. banned subjects B. unfairness

C. different policies D. unclear policies

## READING 2

### Foreign Students Focus On Business, Engineering Studies In US Schools

U.S. colleges and universities have seen a tremendous increase in international students studying business and engineering in recent years. Evidence suggests the two fields' overwhelming popularity is driven by students' views of which U.S. programs will offer them the best preparation for a good job. About 40 percent of the nearly 700,000 international students in the United States last school year were in either business and management or engineering, according to the latest statistics from the Institute of International Education. Business has topped the fields of study list in the IIE's Open Doors report for the past decade, with engineering a close second.

Peggy Blumenthal, the organization's executive vice president and chief operating officer, says the high numbers of students from China and India, the top two sending countries, greatly influenced the overall results. "The growing economies of India and China provide strong employment opportunities for students trained in the U.S. in these two fields," she said. "So they will see an immediate return on their investment in a U.S. degree."

**Opportunities Attract**

Jinesh Shah, a senior business manager at the U.S. bank, Capital One, knows firsthand how valuable a U.S. degree can be for foreign business and engineering students. Originally from India, Shah came to the U.S. nine years ago to get his master's degree in industrial engineering from the University of

Florida. "The public university system in the U.S. is a lot more advanced than at least I've seen in most other places, including India, Australia and the UK," he said. "The way research happens here in a university is much more sophisticated and advanced. So [in] fields like engineering, be it aerodynamic, computer or anything else, the research that happens is real-life research with company sponsoring." Shah said the research experience provided in the U.S. gives students "an edge" that separates them from other applicants when they enter the corporate world.

The attractiveness of research opportunities to foreign students becomes even more apparent when you look at which universities enroll the most international students. Nineteen of the top 25 hosting schools named in this year's Open Doors report were ranked in 2009 as top American research universities by The Center for Measuring University Performance.

The University of Illinois at Urbana-Champaign is one of them. With nearly 7,300 international students last school year, the university hosts the second highest number of foreign students of any U.S. institution after the University of Southern California, according to data from the IIE.

Julie Misa, the director of International Student and Scholar Services at the Illinois school, says research is one of the main reasons that nearly 40 percent of the international students at UIUC are pursuing engineering. She said engineering students in the U.S. often get the chance to practice in their field at "state-of-the-art labs and with cutting-edge technologies."

Misa said opportunities and rankings also play a role on the business side. "The U.S. is such a presence in the business world internationally," she noted, "and English is an important language in business, the international language, so coming here to study makes a lot of sense from that perspective."

The popularity of business studies is further proven by the fact that schools drawing the most international students often have top business schools. U.S. News & World Report named 24 of the 25 top hosting schools last school year to its 2010 rankings of the 100 best business schools in the United States. Twenty-three of them cracked the top 50.

**Money Matters**

Misa says affordability is another important factor in foreign students' perception of the value of a U.S. education. Both the state of the economy in a person's home country and a family's personal financial situation are important.

Capital One manager Shah says cost is likely one of the reasons behind the comparatively low and declining numbers of international students in health fields. This year's Open Doors data showed a nearly 8.5 percent drop in the 2009-2010 school year in international students pursuing health professions. A little more than 32,100, or less than 5 percent of international students, were recorded in health fields. That was just a quarter of the students studying engineering.

Shah - whose wife is a physical therapist in the U.S. and also from India - points out that in many cases, pursuing health fields in the U.S. will not only cost students more money than programs in other countries, but also more time. "If I compare how much schooling you have to do to get a health care degree and how much it costs, it's just astronomical, at least in my mind, as compared to any of the countries that I know of in Asia," he said. "When you look at a cost-benefit analysis of, is this degree worth [it]? - I think the regular health care fields do not stand up to that test. So, unless it's a very specialized field, an advanced degree or some sort of fellowship, it's very hard to see just for a regular health care degree why [there] would be many students."

Shah's wife, Pallavi, who got her master's degree in physical therapy in Scotland, agrees with her husband. When asked what might be deterring students from studying health professions in the U.S., she said, "It's expensive." Pallavi said she has seen many people opting instead to get their education elsewhere and then come to the U.S. to practice.

Blumenthal says the health sciences field does not provide as much support for graduate students from abroad as other science and technology fields. Tight restrictions can also make it more difficult for international students to get a U.S. education in health. Many medical schools do not accept international applicants, and those that do sometimes have strict requirements, like putting up to four years' worth of tuition and fees (some $200,000 or more) into an account before enrolling. Blumenthal said the health sciences field also does not offer as many subfields as social sciences or physical and life sciences.

(*VOA News*, 06 December 2010)

**Questions 1-15:** *Complete the table below.*

*Write NO MORE THAN TWO WORDS AND/OR NUMBERS for each answer.*

| Field of study | Student intake | Comments |
|---|---|---|
| **Business/ management** | • accounting for approximately ........(1)....... of international students who attended last school year. Most of these come from ......(2)...... and ......(3)........ | • .......(4)....... the field of study list.<br>• offering strong ......(5)........<br>• US presence and ........(6)....... as a working language in the business world |
| **Engineering** | • accounting for approximately 40 percent of .........(7).......... at UIUC | • ranks ......(8)......... in the fields of study list<br>• .........(9)........ provides students a competitive edge in the job market |
| **Health science** | • Just .......(10)....... of those studying engineering (dropping by .......(11)....... in the 2009-2010 academic year) | • ........(12)....... and .........(13)....... put US medical schools at a disadvantage as compared to programs in other countries<br>• ..........(14)........: many medical schools do not admit international students<br>• limited range of .........(15)....... as compared to other fields, e.g. social sciences or physical and life science. |

**Questions 16-20:** ***Do the following statements agree with the information given in the reading?***

In boxes 16-20, write:

TRUE if the statement agrees with the information.

FALSE if the statement contradicts the information.

NOT GIVEN if there is no information on this.



16. Research universities are strongly preferred by international students in the United States who believe they can benefit enormously from abundant real-life research opportunities and gain advantages when entering the job market. ☐

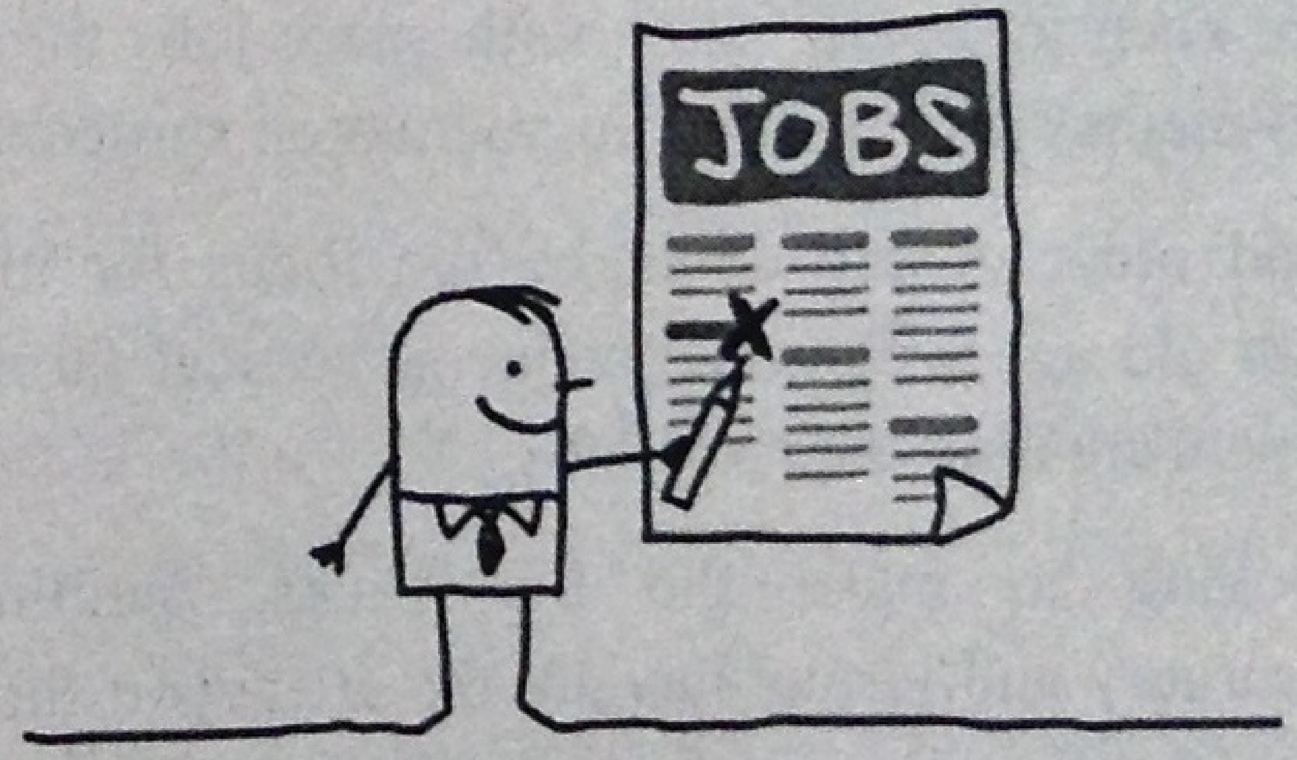
17. In order to attract international students, a business school must reach the top rankings in the US News and World Report. ☐

18. US medical schools fail to draw as many international students as do their business and engineering counterparts because they do not provide strong employment opportunities while increasing their tuition fee every year. ☐

19. US medical schools are believed to cost more than their counterparts in other countries but require less time to get a regular health care degree. ☐

20. It can be inferred from the text that international students tend to make decisions about their future fields of studies in the US primarily on the basis of their personal financial situations and the amount of support they can get from the respective fields. ☐

## TOPIC 4: FUTURE JOBS




### READING 1

Space pilots, vertical farmers and body part makers are just some of the jobs the next generation could be doing in 20 years time.

This is what expert future researchers came up with in a study on 'The shape of jobs to come' – which analysed future trends such as population growth and climate change alongside developments in science and technology to create a list of potential jobs under the ongoing digital revolution that will prompt a need for virtual lawyers, virtual clutter organisers, waste data handlers and personal branders.

The foresight study by UK-based Fast Future, a global futures research and consulting firm, paints an interesting picture of the jobs we could be doing by 2030:

Safeguarding the environment will be more prominent than ever, with climate change reversal specialists, vertical farmers and weather modification police all attempting to deal with the **impact** of climate change and population growth;

Old age wellness managers, memory augmentation surgeons and body part makers will be needed to cope with an ageing society, enhancing the quality of life for a population where life expectations could reach over 100; and

Breakthroughs in space travel will lead to people **swapping** the office for the final frontier as space pilots, space architects and space tour guides.

Of the top 20 future jobs highlighted, a global survey of future thinkers revealed:

The British are keen to 'boldly go' – with space jobs the most **aspirational**, alongside nano-medics and memory augmentation surgeons;

Cars, crops and older people could be the focus for many in tomorrow's workforce, with old age wellness managers, vertical farmers and alternative vehicle developers creating the most jobs;

For those looking to make the big bucks, nano-medicine, memory augmentation surgery and virtual law are the areas you should be telling your kids about, with the Fast Future panel predicting that these will be the best paid jobs in 2030;

Future jobs that benefit society will be the most popular, with climate change reversal specialist, social 'networking' worker and old age wellness manager topping the poll in the popularity stakes; and



Work won't all be 'fun' in the future, with the least exciting jobs being weather modification police to protect us from cloud theft, quarantine enforcers preventing the spread of diseases and waste data handlers who will dispose of our electronic mess.

"The list of future jobs highlights the vast array of exciting things today's schoolchildren could be doing in 20 years time, all made possible by fields of science and innovation in which Britain has real expertise," said Fast Future chief executive officer Rohit Talwar, who conducted the study.

"We're crossing the boundaries between science fiction and reality, and what we're seeing in the movies are becoming genuine career opportunities. Alongside futuristic sounding high-tech jobs at the cutting edge of scientific fields – like nano-medicine, the jobs of the future also include very 'high touch' occupations, such as old age wellness managers, narrowcasters and personal branders."

(Adapted from: www.impactpub.com.au)

**Questions 1-10:** ***Choose the correct answer A, B, C or D.***

1. It can be inferred from the text that expert future researchers:

   A. create potential jobs. B. study future jobs.
   C. reverse future trends. D. analyse waste data.

2. According to Fast Future, the next generation could be doing all of the following jobs EXCEPT:

   A. space pilots. B. virtual farmers.
   C. virtual lawyers. D. nano-medics.

3. The word "impact" is closest in meaning to:

   A. size. B. affection. C. affluence. D. effect.

4. It can be inferred from the text that all of the following is true EXCEPT:

   A. We will have to deal with an ageing society because human beings will live longer in 20 years' time.
   B. Environmental pollution will be less of a problem for us in 20 years' time.
   C. Human beings will be able to travel with ease in space thanks to breakthrough scientific and technological advancements.
   D. We will stop producing science fiction movies because all what we see in them will have come true.

5. The word "swapping" is closest in meaning to:

A. relocating. B. selling.

C. renovating. D. leasing.

6. According to the text, which of the following jobs will be best paid?

A. vertical farmers. B. old age wellness managers.

C. nano-medics. D. space architects.

7. The word "aspirational" is closest in meaning to:

A. exciting. B. influential.

C. rewarding. D. useful.

8. According to the text, which of the following jobs will be the least popular?

A. climate change reversal specialists.

B. alternative vehicle developers.

C. waste data handlers.

D. personal branders.

9. According to the text, weather modification police:

A. stop epidemic spread. B. fight harmful clouds.

C. reverse climate change. D. arrest cloud bandits.

10. What is the best title for the text?

A. The best paid jobs in 2030

B. Breakthrough in research and technology in 2030

C. Trends related to job hunting in 2030

D. Career opportunities in 2030

**Questions 11-15:** ***Complete the following sentences, using NO MORE THAN TWO WORDS from the text for each answer.***

11. .................. will make it possible for such jobs as virtual lawyers and virtual clutter organizers to occur.

12. With average life expectancies possibly reaching beyond 100, jobs such as body part makers, memory augmentation surgeons, and old age wellness managers will be created to deal with .....................



13. Jobs which benefit society such as social "networking" workers and climate change reversal specialists will gain .........................

14. Besides sounding high-tech jobs, the year 2030 might also see the blooming of ..................... jobs such as old age wellness managers, narrowcasters and personal branders.

15. All the exciting jobs the next generations could be doing in 20 years' time are made possible by ......................... in science and technology.

## READING 2

### School Leavers Slam Inadequate Careers Advice

Over half (57%) of UK students have **blasted** school careers advice as poor, according to a new survey.

The teenagers have spoken out amid growing dissatisfaction from business leaders about the quality of careers advice – described as 'patchy' by The Institute of Career Guidance.

The survey, run by MyTalentPlace, also revealed 72% of those questioned found careers advisors of very little help, with 65% commenting they were ill-prepared for the world of work.

An **astonishing** 87% who are now in work are not in jobs recommended by careers professionals.

Business leaders believe career guidance programmes are letting down our youngsters, leaving school, college and university students to exit education without a defined career path.

Identical twins Lottie and JoJo Hayward-Cook are vocal in their condemnation for the current system.

Lottie, 18, from Berkshire, said: 'We had to take a random test and then had a half hour chat with someone who pretty much told us what we already knew. They gave us a big book with lots of information about a whole range of jobs and sent us on our way. It felt like we were on a conveyor belt."

Her sister JoJo agrees: 'To say it didn't help is putting it mildly. I came away more confused than ever about what to do after leaving school.'

The twins have since taken part in a groundbreaking new system, MyTalentPlace, which offers parents and schools a ready to use solution tailored to suit the needs of each individual student.

MyTalentPlace works by offering students one of two programmes. Career Launch is for students who know what they want to do but not how to progress.

The Careers Foundation Programme is aimed at students, like Lottie and JoJo who have no idea about a future career. It will help them identify options and map out how to progress them.

Both sisters found MyTalentPlace much more challenging and **absorbing** than the careers sessions they had gone through at school.

"We had four half hour sessions and they got to know us quite well, says JoJo." There were exercises to make us focus on our achievements so far and to help us identify the strengths and the skills we already have and how we have developed to this point.

"In the careers system our school uses we weren't pushed to think about strengths and skills but MyTalentPlace made us write it all down and helped us to understand ourselves much better."

The MyTalentPlace system identified the differences between these two very similar girls. JoJo's strengths were noted as leadership qualities, listening skills and an interest in helping others, Lottie was found to be determined, ambitious and with a keen eye for retail.

Lottie says: 'We both came away with a much better understanding of ourselves and of the strengths and skills we possess as well as an understanding of how to apply those to the real world and what careers would best suit us.'

Following the sessions both girls were clear that they wanted to go to university but whereas Lottie had been thinking of studying business studies MyTalentPlace had caused her to re-evaluate and she decided to switch to physiology instead. She currently has offers to study this subject from Leeds, Liverpool and Manchester Universities.

JoJo decided to apply for psychology and now has an offer from Southampton.

"We offer a completely new method which has been developed with both parents and business people, says MyTalentPlace founder Dr Grant Crow."



Our model is not a one off. It provides a 360 degree assessment of the student and involves four separate meetings.

"The student is asked to prepare a variety of materials. Parents, teachers, and friends are all brought into the process and given input on what career the student would be suited to. We put all the pieces of the puzzle together and in the final session the student makes a presentation to us about their future which they can invite their parents to if they wish.

"The student is challenged every step of the way and they emerge from the process with real clarity about their future direction.

"We've come to expect bad careers advice and nobody is surprised when it's of little use. This isn't how it should be. The point at which a young person leaves full time education is a turning point in their lives. They shouldn't just be left to hope they can find a job in their chosen career, or even worse, be left with no idea what they want to do or are suited to.

"They need to be guided, they need support to achieve their career aspirations and most importantly, receive the encouragement we all need from time to time to help boost self confidence and give them the will to succeed.

"Careers advice isn't something to dabble in. We're dealing with the future livelihoods of thousands of young people so it must be taken seriously and the students should be given the time, advice and subsequent support they need, he adds.'

(Gaynor Pengelly, Financial Mail Women Forum, 10 June 2010)

**Questions 1-7:** ***Use the information in the text to match the people listed (1-7) with what they say about school careers advice. Write the appropriate letter in boxes 1-7. There might be more than one sentence for each person. You might not need all of the sentences.***

**People**

1. Lottie
2. JoJo
3. 72% of respondents
4. 87% of respondents
5. 65% of respondents
6. Business leaders
7. Dr. Grand Cow

**What they say**

i. Students leave school unprepared for the job market.

ii. Students are guided to identify what would be the best jobs for them.

iii. Careers advice has not been taken.

iv. Students are guided to reflect on their own strengths and qualities.

v. Students need support and encouragement so they can have the drive to succeed.

vi. Much of the given information is already known.

vii. Careers advice is confusing.

viii. Careers advice is unhelpful.

ix. Parents, teachers and friends are all involved.

x. Students leave school without an idea what they want to do.

xi. Careers advice must be done more carefully.

xii. Careers advice is random and inconsistent.

xiii. Careers advice should not be a one off thing.

**Question 8-15:** ***Choosing the most suitable answer by circling A, B, C or D.***

8. The word "blasted" is closest in meaning to:________.

A. denounced B. announced C. described D. confirmed

9. The word "astonishing" suggests that the author thinks: ________.

A. fewer students take careers advice lightly than it is expected

B. more students take careers advice lightly than it is expected

C. students should not take careers advice lightly as they do currently

D. the number of students not taking school careers advice might grow

10. The word "absorbing" is closest in meaning to: ________.

A. affordable B. useful C. engaging D. successful

11. It can be inferred from the text that MyTalentPlace programs: ________.

A. are useful only for students who are uncertain what jobs are suited to them

B. are successful because they provide personalized guidance

C. are founded by the Institute of Career Guidance

D. are highly recommended by business leaders

12. It can be inferred from the text that Dr Grant Cow thinks: ________.

A. bad careers advice is not surprising

B. bad career advice shouldn't be taken for granted

C. careers advice should focus only on individuals' strengths

D. students should leave school prepared for every type of jobs

13. The author mentions all of the following as the difference between school careers advice and MyTalentPlace programs EXCEPT: ________.

A. one-off mode B. tailor-made advice

C. individuals' strengths D. leadership qualities

14. The word "dabble" is closest in meaning to:________.

A. take lightly B. take seriously

C. appreciate D. trust

15. It can be inferred from the text that the author's attitude toward MyTalentPlace programs is: ________.

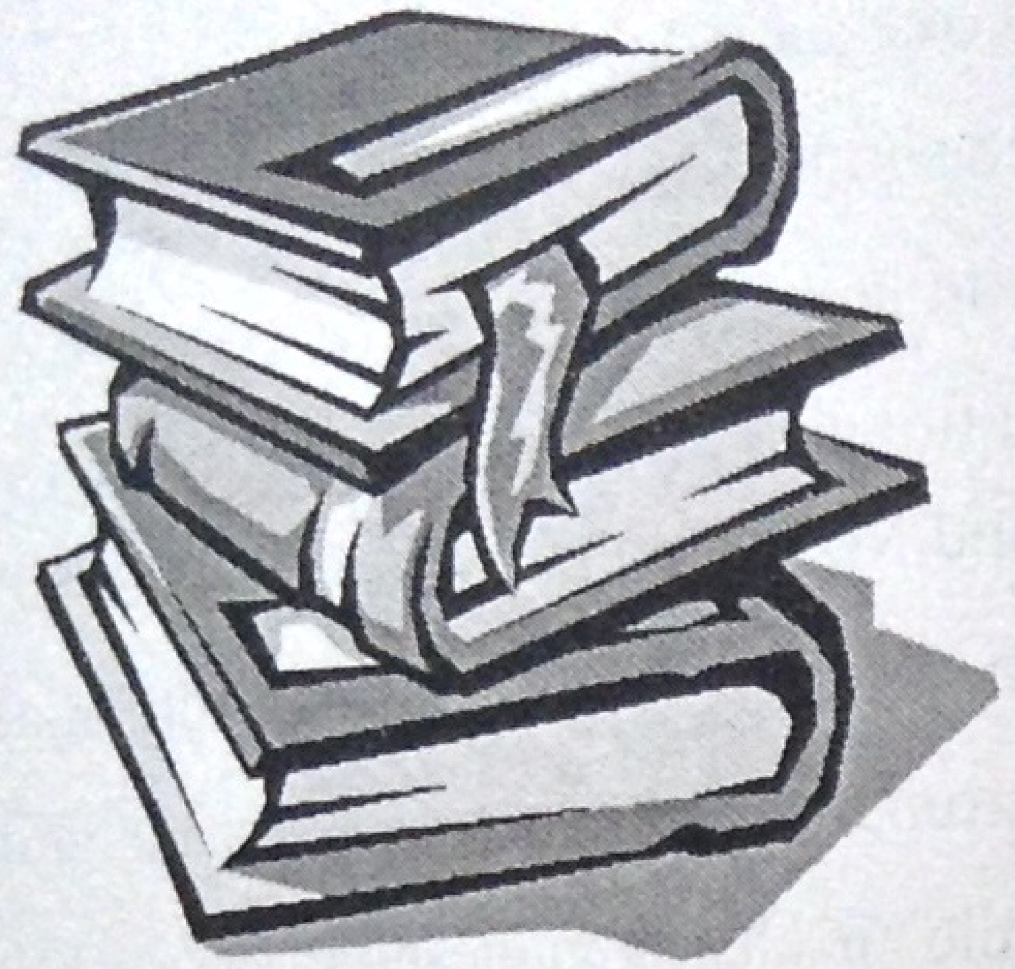
A. positive B. negative C. satirical D. ungrateful

**Questions 16-20:** ***Complete the following notes about MyTalentPlace programs, using NO MORE THAN TWO WORDS from the text for each answer:***

**MyTalentPlace**

- Founder: Dr Grant Cow
- ...............16..............: intended for students who have already had a future career in mind but do not know how to progress from there
- Careers Foundation Program: supports students in considering various career ............17........... and choosing a suitable one
- Provides 360 degree assessment
- Involve parents, teachers and friends
- Emphasis on individuals' ...........18............, .........19........., and .............20.............

# TOPIC 5: BOOKS



## READING 1

### Why Read? A Letter to a Younger Generation

*The Importance of Books in Our Technological Culture*

A. Owning and reading books is illegal. Government, in an effort to hinde knowledge, has ordered all books to be burned. An old woman wh refused to comply was burned along with her books. Resistance is useless This is the premise for Ray Bradbury's novel Fahrenheit 451. It's combination of science fiction and satire. People in the story's society qu reading because they were distracted by television, fast cars, and lou stereos.

B. The lessons in Bradbury's novel are now, more than ever, satirica reflections of our society. A recent study conducted by the U.S. Censu Bureau on behalf of the National Endowment for the Arts showed that onl 46.7 percent of the adult population reads literature, down from 56. percent in 1982 (Bradshaw ix). Even more disturbing is the declinin interest in literature among young adults. In 1982, 60 percent of adults age 18 to 24 were reading literature; in 2002, only 43 percent of 18 to 24 ye olds read literature. The only group with a lower reading rate was senio citizens.



C. The declining interest in literature greatly concerns me for several reasons. First, for perhaps the most egotistical reason, as a writer it is frightening to consider a future where literature is invalid. But that is merely a surface concern. I am most concerned with the benefits that books have to offer that aren't available through other means.

D. When you consider literature on its surface, it seems its only purpose is to tell a story. If that is the same purpose of most television programs, then what use is literature? I'm writing to explain the benefits that literature can bring to your life, the ways you can be bettered by a book, and how it is an essential tool in your development as an intelligent, cultured, moral, tolerant, self-actualized person.

E. Aristotle once asserted that "Poetry is finer and more philosophical than history; for poetry expresses the universal, and history only the particular." Poetry, or more broadly, literature, forces us to engage our imaginations and concoct alternate circumstances. Imagination is tool of memory and language. We think in images before we attribute words to describe them.

F. Reading forces us to engage our imaginations. It requires us to think in a way that is not **innate**. Children learn language by exposure to it; it is a natural human ability to attribute words to objects. Reading requires doing the opposite: developing words into pictures. It demands an understanding of, not only the meaning of a word, but also what the word means to you.

G. The ability to understand your own assumptions of the meaning of a word allows you to imagine what meanings others might attribute to a word. This allows you to become a more **concise** speaker and make your meaning clearer to others. For example, imagine you are going somewhere you have never been, and someone has given you these directions: "Take the Watterson Expressway to I-64 and go north. Get off at the New Albany exit and take a left at the second light. It's the big red house about a mile down on the right." First, if you aren't from Louisville, it's unlikely you'll know that the Watterson Expressway is I-264. Second, even though Indiana is north of Kentucky, I-64 runs east and west. The "second light" probably means traffic light, but suppose you took it to mean street light. If you are color blind then you probably won't be able to tell which house is red. And lastly, what the person who wrote the directions considers a mile and what you consider a mile could be miles different from each other. If

you can imagine what someone else might think you are saying, then you can make your own words and meanings more concise. Reading helps to develop this skill of imagination.

H. Another example occurs when you read a book first and then watch the movie based on it. The characters and places aren't usually what you imagined them to be. That's because you imagined them differently than the person who directed the movie.

I. Imagination allows us to critique our actions in past events and question whether a different action would have presented a different outcome. It aids in decision by allowing us to consider possible circumstances. Business owners are constantly imagining more efficient ways of running their businesses. Teachers are constantly imagining more effective teaching methods. Scientists imagine ways to fight and cure disease. America's founders imagined a world without religious persecution.

J. As a writer, I am constantly imagining situations, but, most often, my ideas are spawned by reading something someone else has written. I imagine what would occur if a different character was put into a situation, or if a character was put into a different situation, or even if I was in that situation.

K. Reading is not an innate ability. The more you read the better you become at it; you can read faster, and you have a better comprehension of what you've read. People who read are more likely to understand a contract, instructions, and drug fact-sheets.

L. Reading also helps to create a better understanding of the world. Unlike in most television programs, characters in books are not always beautiful. Books can help you understand why you chose to do something, or the motives behind someone else's choice to do something to you. As a teenager, books were my great escape from the characters on television that were beautiful and popular, and the situations that usually just resolved themselves. My life wasn't like that, and, though the shows were entertaining, they didn't **encompass** the aspects of my life that certain books did, like The Bell Jar by Sylvia Plath.

M. A movie tells a story, and generally has a lesson or two to teach. The difference between a book and a movie is that movies are often so focused on the entertainment factor that they **forgo** storyline or character development. A book could never survive without **all three elements**.



N. Books make two types of promises: intellectual and emotional. The emotional promise is that the action in the book, the external conflict, will keep you engaged and come to some sort of resolution in the end. The intellectual promise is that you will connect somehow with the characters and their internal conflicts, and you will finish the book having changed somehow or contemplating something. Television focuses primarily on the emotional promise: you will be entertained, but you won't necessarily leave the program with something to contemplate.

O. Literature is a study of history, philosophy, and human interaction. People who read are more likely to visit museums, attend art shows, and be involved in their communities. Literature interests people in the arts and compels them to feel compassion for others.

P. In conclusion, I'm not asking you to forgo the technological methods of entertainment; in fact, I encourage you to use them. I simply hope that you can recognize the benefits of reading and integrate it into the list of things you enjoy doing. Everyone should have at least one book that they would refuse to burn. I have thousands. I could be that old woman who refused to give her books up burning away with that which I lived for.

(Adapted from Jessica Writes, Yahoo! Contributor Network)

**Questions 1-10:** ***The reading passage has 16 paragraphs (A-P). Choose the most suitable heading for 10 of these paragraphs from the List of headings below. Write the appropriate paragraphs (A-P) in boxes 1-10 below.***

| | | |
|---|---|---|
| 1. | Improving the clarity of your message | |
| 2. | Practice makes perfect | |
| 3. | Forging intellectual and emotional connections with the reader | |
| 4. | Decreasing interest in books: from fiction to reality | |
| 5. | Seeing the real world | |
| 6. | Imagination as a learned skill | |
| 7. | Keen readers as art lovers and compassionate citizens | |
| 8. | More than just a storyline | |
| 9. | A fiction close to reality | |
| 10. | Imagination as a tool for development | |

**Questions 11-20:** ***Choose the most suitable answer by circling A, B, C, or D.***

11. According to the study conducted by the U.S. Census Bureau, American young adults: ________.

A. read less literature than their fellow senior citizens

B. read more literature than their fellow senior citizens

C. read as much as other age groups

D. read less because owning books is outlawed

12. The word "innate" in paragraph F is closest in meaning to: ________.

A. inborn B. imaginative C. creative D. critical

13. The word "concise" in paragraph G is closest in meaning to: ________.

A. vague B. succinct C. verbose D. precise

14. The directions in paragraph G serve as an example of: ________.

A. a clear and concise message

B. a vague and unclear message

C. an imaginative and creative message

D. none of the above

15. According to the text, all of the following is true EXCEPT________.

A. books cultivate our love for knowledge, arts, ethics, and help us become our potentialities

B. imagination is an essential tool for our personal and professional growth

C. books are still necessary in our technological society and reading habits should be resumed by young generations

D. we learn to read in much the same way as we learn to speak our native language: the skills come naturally without much training

16. The word "encompass" in paragraph L is closest in meaning to: ________.

A. include B. improve C. change D. explain

17. The word "forgo" in paragraph M is closest in meaning to: ________.

A. fake B. emphasize C. do without D. survive



18. The phrase "all three elements" in paragraph M refer to: ________.

A. entertainment, a storyline, and characters

B. moral, conflict, and resolution

C. history, philosophy, and human interaction

D. motives, characters, and situations

19. The author mentions each of the following as the difference between books and movies EXCEPT: ________.

A. rosy reality B. character development

C. storyline D. emotional connection

20. The primary purpose of this text is to: ________.

A. report the U.S. reading interest survey results

B. discuss the benefits of reading

C. persuade young people to read

D. prove reading to be an enriching experience

## READING 2

### Reading shouldn't be such hard work

"Perfect Peter has just finished The Lion, the Witch and the Wardrobe," says his mother. "He taught himself to read over the holidays and now he can't stop."

Perfect Peter is only four. He is also an exception. Teaching children to read and inspiring them with a love of books takes time and patience - something most of us lack.

It takes hours of M for Maisy Mountain, following Floppy the dog through the Oxford Reading Tree series and renditions of The Tiger who Came to Tea.

No wonder one fifth of our children leave school unable to read and a quarter of the young haven't read a book in the past year. For many hard-pressed families and schools, reading has become too much like hard work.

Which explains why the Government has become obsessed with encouraging everyone to pick up a book again.

The Prime Minister's wife has written a series of articles in the tabloids urging parents to read to their children and Gordon Brown has dropped the Arctic

Monkeys in favour of talking about his more obvious passion for the printed word - anything from Alan Greenspan's The Age of Turbulence to Thomas the Tank Engine.

But does it matter? Isn't an obsession with books just an out-of-date, middle-class hang-up?

Ministers don't lament the fact that people don't paint watercolours any more. Posh and Becks admit they never open a book and they haven't done too badly. What's wrong with becoming a nation of **technogeeks** rather than bookworms?

It is easy to ridicule National Reading Year, in the same way as National Prune Day, especially when Mr Brown comes out with comments such as "reading is probably one of the best anti-poverty, anti-deprivation, anti-crime, anti-vandalism policies you can think of".

Surely he can't believe that reading War and Peace on a council estate would stop children from ending up on benefits?

But the Prime Minister is right. My mother has devoted her career to reading. It started when she taught in a borstal in the 1970s and realised that the majority of the teenage boys could hot-wire a car, but couldn't decipher a word.

She began studying **dyslexia**. She became headmistress of a school for children with learning difficulties and set up a publishing company, Barrington Stoke, for reluctant readers, because she found it difficult to entice older boys to start with The Hungry Caterpillar when what they wanted was blood and gore.

After 40 years of teaching people to read, she knows why it matters. It's not just so that you can read tax credit applications, television schedules, restaurant menus and football results. Nor is it all about self-confidence or job applications.

It is because stories, even simple ones, teach you about emotions. Computers can supply you with facts and help you to escape into a different world, but children need to read books about others in similar and dissimilar situations to themselves.

Reading helps them to understand bullying, friendship, courage, good luck and failure. If you can't express your feelings in words, if you believe you are



the only person ever to have felt frustrated or bewildered, then you are more likely to resort to physical means to get your point across.

So how do we teach the next generation to read? First, it is down to parents. They no longer see it as their responsibility to teach their children their letters, or unwind by reading to them in the evening.

This isn't a class issue. Last weekend, I watched a well-known CEO in a restaurant: he was on his BlackBerry, his wife was texting on her mobile and the two children were trying not to dip their Game Boys into their ice creams. You couldn't imagine any of them having the attention span to read a book.

The rich pacify their children with portable DVDs; middle-class parents work so hard they don't have time to read their children The Wind in the Willows. Meanwhile, those on benefits complain that books are too expensive, while saving up for the latest £600 PlayStation - enough to fund their own mini-library.

It is unfair to blame children's **disenchantment** with books on computers and DVDs when most adults prefer slumping in front of a screen to curling up on the sofa with a book.

You can't expect your child to read - rather than watch - Charlie and the Chocolate Factory when you have just sat through Sense and Sensibility without any intention of picking up a Jane Austen. If you spend evenings on eBay and never get round to finishing the latest Robert Harris, you're not an ideal role model.

Authors should also try harder. Some modern books are so **dire** that parents can't face them, so why should children? The books my children love most are often the old-fashioned ones, because they are more brutal and the parents tend to be dead or missing. My daughter adores Pippi Longstocking, Heidi and Mary Lennox, because they were all orphans.

And there needs to be more danger and risk. Our eldest reads the Willard Price adventure books with Roger and Hal, because they are nearly drowned by an octopus or gored by an elephant on every page; he loves Swallows and Amazons because they never go home for a bath. J K Rowling and Michael Morpurgo also understand the importance of death, independence and fear in a children's story.

Schools need to make changes, too. At any open day, head teachers now show off their new, interactive white boards, computer rooms and IT staff. But most children instinctively know how to use a computer.

If they want to go on Club Penguin, the social networking club for 12 million children, they soon grasp a mouse. Instead of all those IT lessons, there should be more time in the curriculum for stories and more money should be spent on stocking libraries rather than funding gimmicks.

This is where the Government can help. Ministers need to stop closing public libraries at a rate of 40 a year and refrain from expecting teachers to waste time on chores such as filling out on-line reports, which cut down on the time they can spend reading with their pupils.

If Britain wants to compete in the 21st century, it still needs to be a nation of Dickens, Austen and Dahl as well as Facebook, iPods and internet shopping.

(Alice Thomson, The Telegraph, 11 Jan 2008)

**Questions 1-7:** ***Do the following statements agree with the information given in the reading?***

In boxes 1-7, write:

| | |
|---|---|
| TRUE | if the statement agrees with the information. |
| FALSE | if the statement contradicts the information. |
| NOT GIVEN | if there is no information on this. |

1. Children who read often are less likely to involve themselves in violence when resolving conflicts.
2. Children of working class parents stand a better chance of keeping on par with their affluent peers if they are taught to read and are read to at home.
3. Well-educated and wealthy parents are more likely to teach their kids how to read and cultivate good readings habits, as compared to middle-class or unemployed parents.
4. The cost of books is unaffordable for many financially hard-pressed families, which results in their kids leaving school unable to decipher words or having not touched a book in years.



5. The overwhelming presence of new technologies, e.g. DVDs, computer games, and internet, at home, school, and society are to blame for the declining interest in books among young kids.
6. There is inadequate emphasis on reading development in school curricula, while IT training receives far too much attention, which is unnecessary because IT requires much less skills training than reading.
7. Every year the UK government closes down 40 public libraries due to budget restrictions, which is another cause of the dropping reading rate among its people.

**Questions 8-12:** ***Complete the following sentences, using NO MORE THAN TWO WORDS from the text for each answer.***

8. Many parents in the modern society have neither ________ nor ________ to teach their kids to read and love reading.
9. Books benefit children's psychological development and personality formation as they teach them about ________.
10. Reading requires a longer __________ than playing with technologies.
11. Many parents would rather save up for the latest technology than spend money on __________ their home libraries.
12. School __________ take up so much work on teachers, which leaves them with little time to read with their pupils.

**Questions 13-20:** ***Choose the most suitable answer by circling A, B, C or D.***

13. The word "technogeeks" most probably refer to:________.

A. book lovers B. *techno enthusiast*

C. techno gurus D. technicians

14. It can be inferred from the text that the UK Prime Minister thinks: ________.

A. reading stops poverty, social inequality, and crime

B. reading books is more useful than watercolour painting

C. reading provides a tool for a better and more meaningful life

D. the UK needs more bookworms than technogeeks

15. The word "dyslexia" most probably refers to: ________.

A. a learning difficulty  B. a gift for learning

C. attention span  D. self-confidence

16. The word "disenchantment" is closes in meaning to: ________.

A. discontent  B. disconnection

C. dissent  D. disappointment

17. The word "dire" suggests that the authors' attitude towards modern books is: ________.

A. positive  B. negative  C. ironic  D. approving

18. Willard Price adventure books serve as an example of

A. good children's books

B. bad children's book

C. indispensable children's book

D. none of the above

19. The author mentions all of the following as a way of getting young generations to read EXCEPT

A. parents act as role models.

B. school curricula promote reading.

C. writers offer better books.

D. Government spends money on stocking libraries.

20. It can be inferred from the text that the author thinks:

A. books are more important than technologies for the future of the U.K.

B. the Prime Minister's wife should not have written for the tabloids.

C. parents are to blame for failing to see it as their responsibility to inspire their kids to read.

D. the government has neglected the problem and taken no measures to improve the reading rate among young children.



## WRITING

# UNIT 1: DISCOVERING THE ACADEMIC ESSAYS

## A – STRUCTURING AN ESSAY

**I. Read the paragraph and then the short essay. Which is more interesting? What are some similarities and differences between them?**

| Paragraph | Short Essay |
|---|---|
| My uncle Keith is one of the most interesting people in my family. He is old and has a wrinkled brown face. On his arm, there is a tattoo. Keith has an intriguing history. He and my mother were born in a small village in the mountains. When he was seventeen, he left home to explore the world. Now he fixes air conditioners in Los Angeles, and during the winter months, he sometimes comes to visit us and play the accordion. I love spending time with my uncle Keith because he has an interesting look and a mysterious past. Someday, I hope that he will tell me more about his life. | My family is full of happy, crazy and talented people. My Aunt Jennifer has a yard full of orphaned pets. My brother Dan is an expert tailor, and my mother loves to experiment in the kitchen. However, I think the most interesting one is my mysterious uncle Keith.<br>Keith is an elderly man now, with white hair sticking up all over his head. Beneath his messy hair, he has a wrinkled brown face and powerful dark eyes that show many emotions. Keith is tall and skinny, and he wears baggy pants and a plaid shirt. He has a tattoo of a heart on his arm. The heart has the word Rosa written across it in red and black letters, but he has never told me who she is.<br>Keith has an intriguing history. He and my mother were born in a small village in the mountains. When he was seventeen, he left home to explore the world. In one trip, he went to Siberia to look for gold. On another trip, he went to Alaska to work on a fishing boat. Now he fixes air conditioners in Los Angeles, and during the winter months, he sometimes comes across to visit us and play the accordion.<br>I love spending time with my uncle Keith. He has an interesting look and a sad and mysterious past. He is also a talented musician. Someday I hope that he will tell me about Rosa and how he got the tattoo with her name. |

**II. Analyse the paragraph and short essay. Answer the questions about the paragraph and short essay in (I).**

1. What information is included in the short essay introduction that is not in the topic sentence of the paragraph?

______________________________

______________________________

2. Write the topic and controlling idea of body paragraph 1 in your own words.

______________________________

______________________________

3. What new details have been added to body paragraph 1 in the essay?

______________________________

______________________________

4. Write the topic and controlling idea of body paragraph 2 in your own words.

______________________________

______________________________

5. What additional details have been added to body paragraph 2 in the essay?

______________________________

______________________________

6. What information is included in the essay conclusion that is not in the concluding sentence of the paragraph?

______________________________

______________________________

**III. Work in pairs and complete the following sentences.**

The topic sentence gives the (1).............. idea of a (2)...............Likewise, the thesis statement gives the main (3).............. of an (4)..............

The (5)..............sentences of a paragraph explain the topic sentence, just as the (6)..............paragraphs of an essay explain the thesis statement.

The last sentence of a paragraph is called the (7)..............sentence, and the last paragraph of an essay is called the (8)..............



## B – WRITING THE THESIS STATEMENT

**I. Study these thesis statements and answer the following questions.**

- What is the main topic?
- Are the subtopics mentioned? If yes, what are the subtopics?
- Which method of organization does each one indicate?

▪ Being the oldest son has more disadvantages than advantages.

______________________________

______________________________

______________________________

▪ The large movement of people from rural to urban areas has major effects a city's abilities to provide housing, employment, and adequate sanitation services.

______________________________

______________________________

______________________________

▪ The status of women in Viet Nam has changed remarkably in recent years in the areas of economic independence, political rights, educational opportunities, and social status.

______________________________

______________________________

______________________________

▪ Young people in my generation have more freedom than my grandparents' generation not only in their choice of life- style but also in their choice of careers.

______________________________

______________________________

______________________________

**II. Read these thesis statements below. Write ✓ (strong thesis statement), F (fact only – a weak thesis statement), or N (no clear opinion).**

| | | |
|---|---|---|
| 1 | | The top government official in my country is the prime minister. |
| 2 | | Some people prefer digital cameras, while others like traditional cameras. |
| 3 | | India became an independent country in 1947 |
| 4 | | To be a successful student, good study habits are more important than intelligence. |
| 5 | | There are several advantages of owning a car, but there are also many disadvantages. |
| 6 | | Half of the families in my country own a house. |
| 7 | | Using public transportation would be one of the best ways to solve the traffic and pollution problems in cities around the world. |
| 8 | | While traveling, staying in a hotel offers more comfort, but sleeping in a tent is less expensive. |
| 9 | | Classical music concerts are very popular in my country. |
| 10 | | In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the ad should be placed, and what type of ad should be made. |

**III. Analyse the following thesis statements.**

*Step 1: Underline the main topic and the subtopics*

*Step 2: Draw a circle around the words or punctuation marks that are used to introduce the subtopics.*

1. Capital punishment shout be abolished not only because it deprives another person of life but also because it does not stop crime.
2. Drug and alcohol abuse among teenagers can be of the following causes: lack of parental supervision, lax enforcement of drug laws, and the social and psychological problems of teenagers themselves.
3. Women generally live longer than men for two main reasons: they tend to take better care of their health, and they have better resistance to stress.



4. In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institution.
5. An architect should be both an artist and an engineer.

**IV. Complete the following thesis statements by adding subtopics to them.**

1. A computer is necessary for college students for three reasons:
________________________________________
____________________
2. International students have a difficult time taking notes in class due to
________________________________________
____________________
3. Successful students have the following qualities"
________________________________________
____________________
4. A generation gap exists in my home because of
________________________________________
____________________
5. To survive a major disaster such as earthquake requires
________________________________________
____________________
6. Living in a city has certain advantages over living in the suburbs:
________________________________________
____________________
7. My two sisters are as different as day and night not only in
______________________________ but also in
____________________

**V. Write a clear thesis statement for an essay on each of the following topics.**

| | |
|---|---|
| Protecting endangered species | Studying abroad |
| Traveling | Teenagers' life |
| Home life | Reading |

## C – WRITING AN ESSAY INTRODUCTION

**I. Read the sample introduction and answer the questions that follow.**

*People often talk about the importance of first impressions, and certainly making a good first impression is important. However, everyday experience shows us that it is best not to judge people based solely on our first impressions of them. No one is a perfect judge of character, and everyone has days when he is not himself.*

- How many sentences are there in the introduction?
- What does each sentence aim to inform the readers?
- How will the rest of the essay be organised as indicated in the introduction?
- How is the introduction organised?

**II. Read the introduction and complete this diagram that follows.**

1. If you ask an average Americans where their language comes from, they will probably say "England". However, English vocabulary has also been influenced by other countries and groups of people. Some words are borrowed from other languages, such as typhoon, which originally came from the Chinese word, *"tai-fung"*, meaning *"big wind"*. *"Skunk"*, the name of a small, smelly, black-and-white animal, came to English from a Native American language. African Americans, too, have both contributed new words to English and changed the meanings of some existing words.

**General ideas (General statement):**

Most Americans would probably say that their language comes from England..........................................................

..........................................................

..........................................................

**Specific idea (Thesis statement):**

..........................................................

..........................................................

2. Any person who has lived in the twentieth century has seen a lot of changes take place in almost all areas of human existence. Some people are excited by



the challenges that these changes offer; others want to return to simpler life-style of the past. The twentieth century has certain advantages such as higher living standard for many, but it also has some disadvantages such as polluted environment, the depersonalization of human relationships, and the weakening of spiritual values.

**General ideas (General statement):**

Most Americans would probably say that their language comes from England..........................................................

..........................................................

..........................................................

**Specific idea (Thesis statement):**

..........................................................

..........................................................

To create an interesting introductory paragraph, you can include

✓ interesting facts or statistics

✓ a personal story or example

✓ a well known quotation

**III. Read the three introductions below and answer the questions that follow.**

1. Before I traveled to the U.S. last year, I thought that American food was just hamburgers and French fries, hot dogs, steaks, pizza, apple pie, and cola. These foods are popular in the States, but during my travels, I discovered that there is so much more to eating in America. People from every country in the world have made their home in the U.S.A., and they have bought with them their native foods. Even in small towns, you can find restaurants serving the foods of China and Mexico, Italy and Vietnam. The United States can be divided into six general regions that have their own characteristic foods influenced by the cultures of the people who live there.

1. What types of information does each introductory paragraph contain?

2. What is the thesis statement of each paragraph?

2. Everybody knows the koala, that cute Australian animal that resembles a teddy bear. Although koalas look like toys, they are actually strong climbers and spend their days in the treetops. Mother koalas carry their babies around from tree to tree in a pouch, or pocket, on their stomach. Although there were millions of koalas in Australia in the past, they are now a protected species of animal. As a result of human population growth, deforestation, and hunting, the number is koalas has declined.

1. What types of information does each introductory paragraph contain?

2. What is the thesis statement of each paragraph?

3. Tourism is an ancient philosophy from Asia that places great importance on the natural world. Taoist believe that spirit can be found in every person or thing, living or non-living. For the Taoist, even a mountain or a stone contains spirit. Lao Tsu, a Taoist writer and philosopher said "People follow earth. Earth follows heaven. Heaven follows the Tao. The Tao follows what is natural". For thousands of years in China and other Asian countries, gardens have been an important way to create a place where people can feel the spirit of the natural world. Creating a Taoist garden is an art. No two Taoist gardens are exaçtly alikẹ, but all Taoist gardens include four essential elements: water, mountains, buildings, and bridges.



1. What types of information does each introductory paragraph contain?

2. What is the thesis statement of each paragraph?

**IV. Put the sentences in each of the scrambled introductory paragraphs in the correct order, beginning with the most general statement first. Then add each sentence in the correct order until the introduction becomes more specific. The thesis statement comes last.**

Paragraph 1

(1) If done properly, a handshake gives the impression of strength and honestly, and if done improperly, it conveys weakness and dishonesty. (2) In some cultures, people bow, and in others, they shake hands. (3) In English speaking countries, shaking hands is the custom. (4) A proper handshake has four ingredients: pressure, pumps, eye contact, and verbal message. (5) The way people greet each other when they meet for the first time varies from one culture to another culture. (6) How one shakes hands sends an important message about one's character.

***Correct order:*** ..........................................................

Paragraph 2

(1) However, in others, the nuclear family is the norm, with only the parents and young children sharing the same house. (2) People in different cultures all over the world have different systems for family life. (3) In most cultures, people live in extended families, in which several generations share the same house. (4) If this new system becomes widespread, it could have enormous effects on British society. (5) On the positive side, living together might reduce the divorce rate in Britain; on the negative side, it might lead to the eventual disintegration of the traditional family unit altogether. (6) In Britain, some couples are experimenting with still another system of family life: living together without marriage.

***Correct order:*** ..........................................................

Paragraph 3

(1) Although scientists have experimented with different methods of prediction, from observing animal behaviour to measuring radio signals from quasars, no method has proven successful. (2) Earthquakes are the most destructive natural disasters known to humans, in terms of the millions of deaths and billions of dollars in property loss that they cause. (3) Despite these heavy losses, scientists are still unable to predict earthquakes. (4) This paper will review the history of science of earthquake prediction, then discuss each of the prediction methods in more detail, and finally present data indicating the success – failure ratios of each method.

***Correct order:*** ..............................................................................................

**V. Read each of the following prompts. Introduction sentences and brief outlines of supporting details are provided. Use these to build a complete introductory paragraph in the space provided.**

1. Some people prefer to relax while on vacation. Others prefer to stay active. Which do you prefer? Give reasons and specific details.

- Main idea: I prefer to relax while I am on vacation.

- it helps me escape the stresses of everyday life.
- it gives me an opportunity to regain my energy.
- I can do leisure activities, like reading, that I normally don't have time for.

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2. Some people think that teenagers should not be allowed to purchase alcohol. Others think that they should be able to. Which of these two positions do you agree with? Give reasons and specific details.

- Main idea: I think that teenagers should not be allowed to purchase alcohol.

- They are not able to drink responsibly.
- They are likely to drink and drive.
- They may put themselves in danger.

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3. Do you agree or disagree with the following statement?

***Most people put too much value in the appearance.***

Give specific reasons and examples to support your answer

- Main idea: I disagree with the statement that people put too much value in their appearance.

- Maintaining a good appearance is good for self-esteem.
- Maintaining a good appearance is a very important in the workplace.
- Maintaining a good appearance make you seem more social and approachable.

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4. Some people believe that it is important for humans to explore space. Others believe that space exploration is relatively unimportant. Which of these two positions do you agree with? Give reasons and specific details.

- Main idea: I believe that space exploration is relatively unimportant.

- Scientists are able to gather some of the most basic and important data about space on earth.

- Planets and other celestial bodies are either too far away or too harsh for human beings to travel anyway.

- The money spent by governments on space exploration could be put to more constructive use solving problems on earth.

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**VI. (1) Read the prompt**

Some people believe that smoking should be banned in all public places. Others believe that smoking should be allowed only in certain public areas. Which of these two positions do you agree with? Give reasons and specific details.



**(2) Take a moment to note some of the pros and cons of allowing people to smoke in public places.**

| Pros | Cons |
|---|---|
| | |

**(3) Use the notes and fill in the outline below**

- Main idea: ..............................................................................

..............................................................................................................

- Supporting details 1: ..................................................................

..............................................................................................................

- Supporting details 2: ..................................................................

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- Supporting detail 3: ....................................................................

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**(4) Construct a full introductory paragraph in the space provided**

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## D – OUTLINING THE ESSAY BODY

### I. Study the model essay and fill in its outline

*People often talk about the importance of first impressions, and certainly making a good first impression is important. However, everyday experience shows us that it is best not to judge people based solely on our first impressions of them. No one is a perfect judge of character, and everyone has days when he is not himself.*

*I know from personal experience that no one is a perfect judge of character. There have been many occasions when my judgment of a person has been proven wrong. When I was in college, for example, I lived in a dormitory. When I first met my roommate, I was sure that we wouldn't get along. I felt he was rather arrogant and rude. As time passes, however, I realized that I had been completely wrong in my judgment of him. He is actually a very friendly and caring person, and he is now one of my closest friends. Since anyone can make these kinds of errors in judgment, I believe that we should be cautious of our first reactions to others.*

*The other reason I feel that we should not rely on our first impressions in making judgments of people is that everyone has bad days. Everyone, no matter how good a person is, has days when he just isn't himself. My brother, for example, is a really outgoing person, but, when he is sick, he barely talks at all. So if you happened to meet him when he was sick, your first impression would probably be that he was very shy, which is definitely not the case.*

*In conclusion, while many people stress the importance of first impressions, I feel it is best to reserve judgment until you know a person a little better. There are simply too many reasons why your first impression of a person could be inaccurate.*

| I | INTRODUCTION<br>I.1. Topic..........................................................<br>I.2. Thesis statement..........................................................<br>.......................................................................... |
|---|---|



| II | BODY |
|---|---|
| A | Paragraph 1<br>1. Supporting point # 1: ..........................................................<br>..........................................................<br>..........................................................<br>2. Evidence for Supporting Point #1: analysis of example to show how it supports the topic sentence and thesis<br>..........................................................<br>.......................................................... |
| B | Paragraph 2<br>1. Supporting point # 2: ..........................................................<br>..........................................................<br>..........................................................<br>2. Evidence for Supporting Point #2: analysis of example to show how it supports the topic sentence and thesis<br>..........................................................<br>.......................................................... |
| C | Paragraph 3<br>1. Supporting point # 3..........................................................<br>..........................................................<br>..........................................................<br>2. Evidence for Supporting Point #3: analysis of example to show how it supports the topic sentence and thesis<br>..........................................................<br>.......................................................... |
| III | CONCLUSION<br>.......................................................... |

**II. Label each statement T for thesis statement, M for main idea, S for supporting point, or C for conclusion**

Title: The Benefits of Yoga

| | | | |
|---|---|---|---|
| a. ...... | Develops clear thinking | i...... | Develops self confidence |
| b ...... | Physical benefits | j ...... | Practicing yoga regularly can be good for your mind, your body, and your emotions |
| c ...... | Improves concentration | k ...... | Makes you strong and flexible |
| d ...... | Reduce fear, anger, and worry | l ...... | Therefore, to build mental, physical, and emotional health, considering practicing yoga. |
| e ...... | Mental benefits | m...... | Emotional benefits |
| f ...... | Improves blood circulation | | |
| g ...... | Improves digestion | | |
| h ...... | Helps you feel calm and peaceful | | |

**III. Arrange the ideas in (II) into an outline. Compare your finished outline with a partner**

I. ..............................................................

II. ..............................................................

A. ..............................................................

B. ..............................................................

III. ..............................................................

A. ..............................................................

B. ..............................................................

C. ..............................................................

IV. ..............................................................

A. ..............................................................

B. ..............................................................



C. ..............................................................

D. ..............................................................

V. ..............................................................

**IV. Prepare an outline using the above template for one of the following prompts.**

1. What are the most important characteristics of books for teenagers? Give specific details and examples to support your answer.
2. Some people believe that zoos serve useful functions. Other people believe that it is cruel and wrong to confine animals in zoos. Tell which point of view you agree with and explain why, using specific details and reasons.
3. Do you agree with this statement?

   It is much easier to learn in a small class than in a large one.

   Use specific examples and reasons to support your answer.
4. What are the advantages and disadvantages of reading books vs watching movies? State your opinion and give specific details.

## E – WRITING AN ESSAY CONCLUSION

**I. Read the sample conclusion and its introduction and answer these questions**

1. Which transitional phrase is used to signal the conclusion?

   ..............................................................
2. Which sentence(s) summarise(s) the main points of the essay?

   ..............................................................

   ..............................................................
3. Which sentence in the conclusion restates the thesis from the introduction?

   ..............................................................

   ..............................................................

*(Introduction)*

*As a first year university students, I prefer to live in the on-campus dormitories rather than renting an apartment off campus. First of all, living on campus is a great way to meet people and make new friends. Second, I find it much easier to get involved in campus activities since I live so close to them. Also, I feel much safer in a dormitory than I would in an apartment.*

| |
|---|
| (1) In conclusion, I would much rather be here in an on-campus dormitory than in an off-campus apartment. (2) I personally have benefited greatly from living in the dormitories. (3) It has been very easy making friends, it provides me with easy access to campus activities, and it offers more safety and security than living off campus. |

**II. Match each of these introductions' thesis statements with its rewritten version for a conclusion.**

| | | | |
|---|---|---|---|
| a...... | Supermarkets are the best places to buy food because of their convenience and lower prices. | 1 | People can learn many things by traveling to other countries. |
| b...... | Traveling abroad is a valuable learning experience. | 2 | Despite the challenges, being an entrepreneur can offer more benefits than other types of employment. |
| c...... | Learning to play a musical instrument is very beneficial for children. | 3 | The fact that larger grocery store offer cheap prices and a large selection of products make them the best place for shoppers. |
| d...... | Creating and owning a business offers more advantages than working as an employee in a company. | 4 | The World Wide Web gives access to a huge amount of knowledge, but users should not believe everything they read there. |
| e...... | More houses should be adapted to use solar energy because it is clean and renewable. | 5 | When children are exposed to music and are taught to play instrument such as the piano or violin, there are many positive effects. |
| f....... | The World Wide Web can be very useful for research, but is also contains a lot of incorrect information. | 6 | The sun gives a constant, free supply of clean energy, which more homes should take advantages of |



**III. Read the brief sample essay below and do the tasks that follow.**

Whenever I am at the beach, I would rather swim in the ocean than lie in the sun. Swimming is better than tanning because it is much more fun. You might have a good conversation with the person tanning next to you, and that's about as much fun as you will have, whereas when you swim you can wrestle in the water, throw water on your friends, have swimming races, and do many other things. Swimming is also better because the cool water protects you from the sun. It is unhealthy to lie in the sun for very long, as the sun's rays can become harmful after a while. Being in the water means not having direct and constant sunlight shining on your body. Finally, I prefer swimming to lying out in the sun because it is an excellent source of exercise. There are many physical activities that you can engage in while swimming, like throwing a Frisbee or playing volleyball in the water. Just lying out in the sun does not give you this kind of exercise.

***(1) In the following outline, plot out the main idea and three supporting details from the sample essay.***

- Main idea: ..................................................................................................

..................................................................................................

I. Supporting detail #1: ..................................................................................................

..................................................................................................

II. Supporting detail # 2: ..................................................................................................

..................................................................................................

III. Supporting detail # 3: ..................................................................................................

..................................................................................................

***(2) Create a conclusion sentence paraphrased from the main idea above.***

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*(3) Now summarize the three supporting details in one sentence.*

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**IV. Write concluding paragraphs for the following introductions.**

*Step 1: Summarize the main points or paraphrase the thesis statement. Be sure to begin with an expression signaling conclusion.*

*Step 2: Restate the thesis statement*

*Step 3 (Optional): Add your own comments as a final message to the reader*

***Introductory paragraph 1***

The busy schedules that most adults face from day to day have created a growing health problem in the modern world. Stress affects almost everyone, from the highly pressured executive to the busy homemaker or student. It can cause a variety of physical disorders, ranging from headaches to stomach ulcers and even alcoholism. Stress, like a common cold, is a problem that can't be cured; however, it can be controlled. A person can learn to control stress by setting realistic goals, by enjoying a hobby and/or physical exercise and by maintaining good, warm relationships with family and friends.

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***Introductory Paragraph 2***

New technology creates new opportunities for good and for ill. Anyone with a computer, access to the Internet, and an email address has probably received unsolicited, unwanted E-mail at least. There seems to be no way to avoid "spam", as junk E-mail is now called. Worse, the anonymity of cyberspace has created opportunities for E-mailers to send rude, even abusive messages without having to take responsibility for their words. In my opinion, there is a need to develop some rules of etiquette especially for this new means of communication.

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# UNIT 2: PATTERNS OF ESSAY ORGANIZATION

## A – CAUSE AND EFFECT ORDER

**I. The charts below show cause and effect relationships. In the blanks provided, write causes that lead to the particular event or situation.**

| Causes ⟶ | Event or Situation |
|---|---|
| *A lot of friends*<br>..........................................<br>..........................................<br>..........................................<br>..........................................<br>..........................................<br>..........................................<br>.......................................... | An enjoyable birthday party |

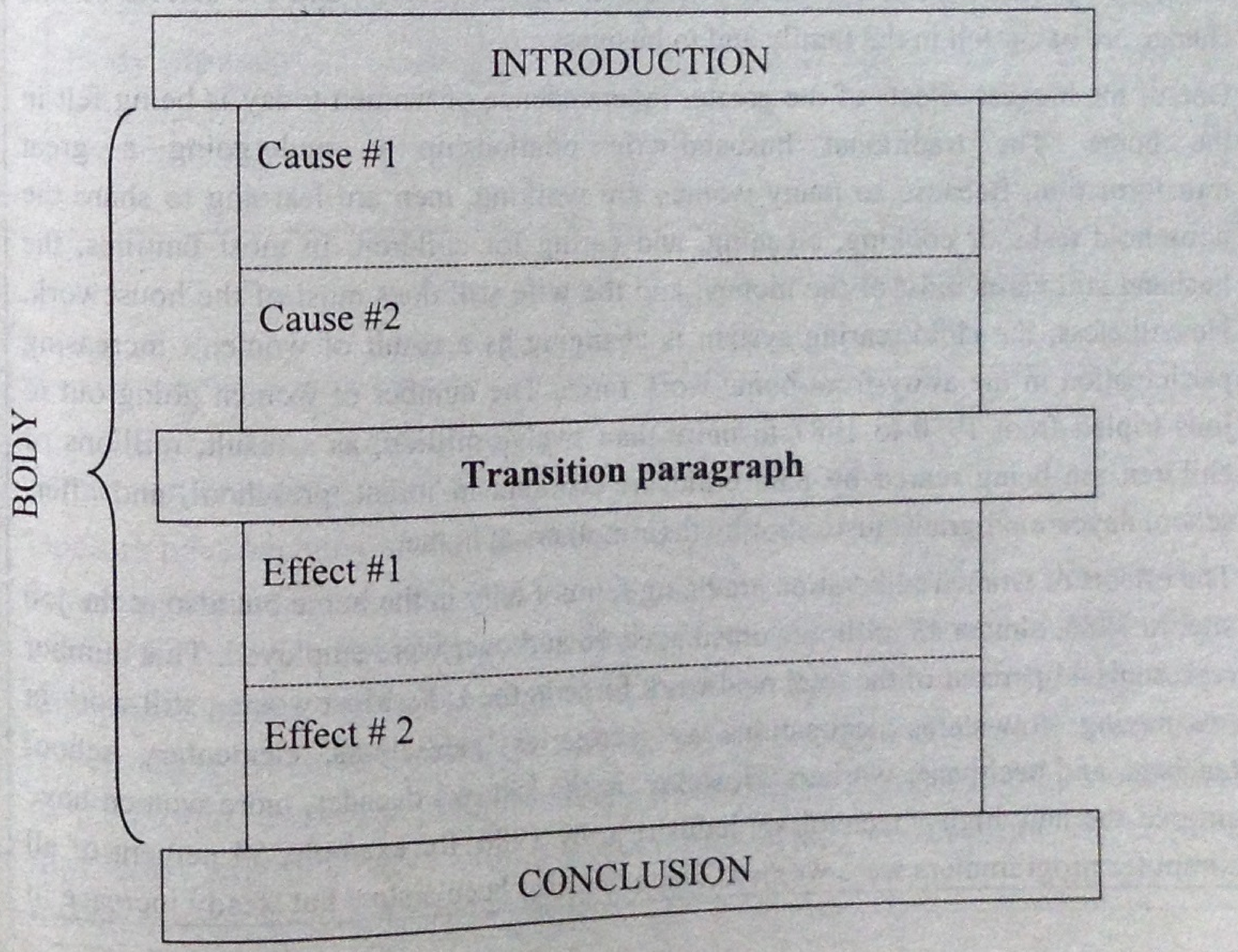
| Causes ⟶ | Event or Situation |
|---|---|
| ..........................................<br>..........................................<br>..........................................<br>..........................................<br>..........................................<br>..........................................<br>..........................................<br>.......................................... | A successful job interview |



**II. Think of a successful event or situation that you want to write about. brainstorm the causes that lead to the event or situation and complete the chart below. Then, share with the class.**

| Causes ⟶ | Event or Situation |
|---|---|
| ..........................................<br>..........................................<br>..........................................<br>..........................................<br>..........................................<br>..........................................<br>.......................................... | A successful ....................<br>(an event/a situation) |

**III. Take causes and effects from the model essay on women's liberation and fill in the boxes below to show the "block" organizational pattern of the essay.**



Since the middle of this century, women around the world have been seeking greater independence and recognition. The basic causes of this movement can be traced to two events: the development of effective birth control and the invention of labor-saving devices for the home.

The first cause of the liberation of women was the development of effective birth control methods, freeing women from the endless cycle of childbearing and rearing. As a result of having a choice as to when and if to bear children, women acquired the freedom and the time to pursue interests outside of the home. Because of the development of birth control, women could delay having children or avoid having them; consequently, women had the opportunity to acquire an education and/or pursue a career.

Another event was the development of merchanised labour-saving devices for the home, resulting in more leisure time and freedom for women. For example, fifty years ago, a housewife spent an average of twelve to fourteen hours per day doing housework. Due to the invention of machines such as vacuum cleaners, washing machines, and dishwashers, a housewife can now take care of her daily housework in about five hours.

These two events planted the seeds of great change in society, and the effects of this change are being felt in the family and in business.

One of the biggest effects of the greater independence of women today is being felt in the home. The traditional husband-wife relationship is undergoing a great transformation. Because so many women are working, men are learning to share the household tasks of cooking, cleaning, and caring for children. In most families, the husband still earns most of the money, and the wife still does most of the housework. Nevertheless, the child-rearing system is changing as a result of women's increasing participation in the away-from-home work force. The number of women going out to jobs tripled from 1950 to 1987 to more than twelve million; as a result, millions of children are being reared by paid childcare workers in infant, preschool, and after-school daycare programs instead of by their mothers at home.

The effects of women's liberation are being felt not only in the home but also at the job site. In 1986, almost 48 million women aged 16 and over were employed. This number represents 44 percent of the total paid work force in the U.K. Most women still work in low-paying, low-status occupations as secretaries, salesclerks, elementary school teachers, and healthcare workers. However, in the last two decades, more women have entered the new high – technology industries, by 1986, for example, 34 percent of all computer programmers were women. There has also been a slow but steady increase in



the number of women who have risen to executive and managerial positions in business and who have entered the traditionally male professions of architecture, engineering, medicine, and law.

In conclusion, women are acquiring greater independence, which is causing sweeping changes at home and at work. Although women do not yet have the complete equality with men, they are making steady gains. The full impact of this process on society remains to be seen.

**IV. Fill in the boxes to complete the flowchart, which illustrates the cause and effect chain described in the short essay "SAD"**

**WINTER**

⇓

..................................

..................................

⇓

| Body produces .............................. + .................................................. | + .................................................. |
|---|---|

⇓

.........................................................................................................

.........................................................................................................

When winter arrives, some people get sad, even suicidal.

Doctors have recently started to study the causes of a medical disorder that they have appropriately named SAD, or seasonal affective disorder. People who suffer from SAD become very depressed during the winter months. Their depression appears to be the result of a decrease in the amount of sunlight they are exposed to. Doctors theorize that decreased sunlight affects the production of melatonin, a hormone manufactured in the brain, and serotonin, a chemical that helps transmit nerve impulses. Depression may result from the ensuing imbalance of these two substances in the body

**V. Recognise cause structure words by circling the word or words that introduce the cause.**

1. Due to the ability of computers to keep records of sales and inventory, many big department stores rely on them.
2. A medical computer system is an aid to physician because of its ability to interpret data from a patient's history and provide a diagnosis.
3. War, famine, and ethnic violence have caused a flood of refugees in the past fifty years.
4. Hollywood movies are known for their special effects because American audiences seem to demand them.
5. Since European audiences seem to prefer movies that explore psychological or philosophical issues, European movies are generally quieter and more thought – provoking.
6. Smog results from chemical air pollutants being trapped under a layer of warm air.
7. The patient's death was the result of the doctor's negligence.
8. Little is known about life on the ocean floor, for scientists have only recently developed the technology to explore it.
9. One effect of prolonged weightlessness is the loss of muscle tone, which can be a problem for astronauts who spend long periods of time in space.

**VI. Recognise effect structure words by circling the word or words that introduce the effect.**

1. The performance of electric car is inferior to the performance of cars with conventional internal combustion engines; consequently, some improvements must be made in them if they are become popular.
2. However, electric cars are reliable, economical, and nonpolluting; therefore the government is spending millions of dollars to improve their technology.
3. Electric cars use relatively inexpensive electricity for power; thus, they cost less to operate than cars that use gasoline.
4. The cost of gasoline is rising; as a result, some automobile manufacturers have begun to produce electric models.



5. His refusal to attend classes resulted in his dismissal from the school.
6. The cause of the patient's death was the doctor's negligence.
7. It has been documented that heavy cigarette smoking affects the hearts as well as the lungs.
8. Cold water is denser than warm water and will, therefore, sink.
9. Fresh water is less dense that salt water, so it tends to float on the surface of a body of salt water.

**VII. Practice using cause and effect structure words**

*Step 1: Decide which sentence in each item is a cause and which is an effect. Write C for cause or E for effect next to each sentence.*

*Step 2: Combine the sentences in each item into a new sentence that shows a cause and effect relationship. Use a different structure word or phrase in each new sentence, and circle the word.*

***Example***

**E** *The death rate among women from lung cancer is increasing.*

**C** *Women are smoking more.*

*Because women are smoking more, their death rate from lung cancer is increasing.*

*or*

*The increase in the death rate of women from lung cancer is the result of their smoking more.*

1. _____ Cancer is increasing in industrialized nations.

   _____ Air pollution and the use of chemicals in food are increasing in these countries.

   ______________________________________________

   ______________________________________________

2. _____ The saltiest water is found at the bottom of the ocean.

   _____ Salt water, being denser than fresh water, sinks.

   ______________________________________________

   ______________________________________________

3. ______ Heat energy is carried by electrons.

______ Metals have many free-moving electrons.

______ Metals are good conductors of heat.

________________________________________

________________________________________

4. ______ Some businesses have flexible working hours.

______ Productivity has increased.

______ Absenteeism has declined.

________________________________________

________________________________________

5. ______ Radiation escaped into the atmosphere.

______ The Chernobyl nuclear power plant had no confinement shell.

________________________________________

________________________________________

6. ______ Operator at the Chernobyl plant disregarded safety rules.

______ The nuclear reactor underwent a meltdown.

________________________________________

7. ______ During a weather phenomenon known as El Nino, a mass of warm water flows eastward across the Pacific Ocean toward South America..

______ The temperature of the water off the coast of Peru rises as much as $10^0F$

________________________________________

________________________________________

8. ______ Weather around the world changes.

______ During the El Nino, the jet stream blows in a different pattern.

________________________________________

________________________________________



9. ______ Heavy rains fall in some areas of the world.

______ Devastating floods and mudslides happen.

________________________________________

________________________________________

10. ______ Thousands of people suffer starvation.

______ Drought happens in other parts of the world.

________________________________________

________________________________________

**VIII. Choose one of the topics, follow the suggested steps, and write an essay using cause and effect organization.**

| | |
|---|---|
| – Air, water or soil pollution | *Step 1: Brainstorm* |
| – Stress | *Step 2: Decide whether to use chain or block organization* |
| – Long life expectancy | |
| – Global warming | *Step 3: Make an outline* |
| – Animal extinction | *Step 4: Write the first draft* |
| – Living in an extended family | *Step 5: Revise your draft* |

## B – COMPARISON AND CONTRAST ORDER

**I. Read these two outlines of a comparison and contrast essay and answer the following questions.**

1. What are the similarities between the two outlines?
2. In what aspects are they most different? What is/are the aspect(s)?
3. In which order did the author present his comparison and contrast?

***Outline A***

**Thesis statement**: One way to decide between two job offers is to evaluate what the similarities and differences are before making a decision.

**I.** The salary and fringe benefits of job X and Y are almost the same.

**A.** Salary (Job X and Job Y)

**B.** Fringe benefits (Job X and Job Y)

**II.** Although the salary and fringe benefits are equal, there are big differences in the areas of workplace atmosphere and opportunity for advancement.

A. Workplace atmosphere

1. Job X

2. Job Y

B. Opportunity for advancement

1. Job X

2. Job Y

**Conclusion**

***Outline B***

**Thesis statement**: One way to decide between two job offers is to make a comparison of their features.

**I.** The salary of Job X and Job Y are approximately equal.

A. Job X's salary

B. Job Y's salary

**II.** Job X offers the same benefits as Job Y

A. Job X's fringe benefits

B. Job Y's fringe benefits

**III.** In contrast to Job Y, Job X offers good opportunities for advancement.

A. Job X's opportunities for advancement

B. Job Y's opportunities for advancement

**IV.** Unlike the high-pressure and competitive atmosphere at Company X, the atmosphere at Company Y seems congenial and supportive.

A. Atmosphere at Company X

B. Atmosphere at Company Y

**Conclusion**

**II. Add comparison structure words to connect the following comparisons**

1. The United States operates under a two-party system. Great Britain operates under a two-party system.

______________________________

______________________________

2. The British Parliament has two separate Houses, the House of Commons and the House of Lords. The United States Congress has two separate Houses, the Senate and the House of Representatives.

______________________________

______________________________

3. The U.S. House of Representatives = the British House of Commons. The U.S. Senate = the British House of Lords.

______________________________

______________________________

4. The members of the U.S. House of Representatives are elected by district. The members of the British House of Common are elected by district.

______________________________

______________________________

5. In Great Britain, the cabinet is appointed by the prime minister. The U.S. president appoints the cabinet.

______________________________

______________________________

**III. Add contrast structure words to connect the following items**

1. The chief executive in Great Britain is called the prime minister. The chief executive in the United States is called the president.

______________________________

______________________________

2. In the United States, the president fulfills the functions of both political leader and head of state. The two functions are separate in Great Britain.

______________________________

______________________________

3. In other words, Great Britain has both a monarch and a prime minister. The United States has only a president.

_______________

_______________

4. The United States has a written constitution. Great Britain has no written constitution.

_______________

_______________

5. The members of the U.S. senate are elected. The members of the British House of Lords are appointed or inherit their position.

_______________

_______________

**VI. Choose one of the topics, follow the suggested steps, and write an essay using comparison and contrast organization.**

– Two cultures or one aspect of two cultures such as family life, schools, child raising practices, and marriage customs, etc.

– Living at home and living away from home

– Two family members, two friends

– Public schools and private schools

*Step 1: Brainstorm*

*Step 2: Decide whether to use point-by-point or block organization*

*Step 3: Make an outline*

*Step 4: Write the first draft*

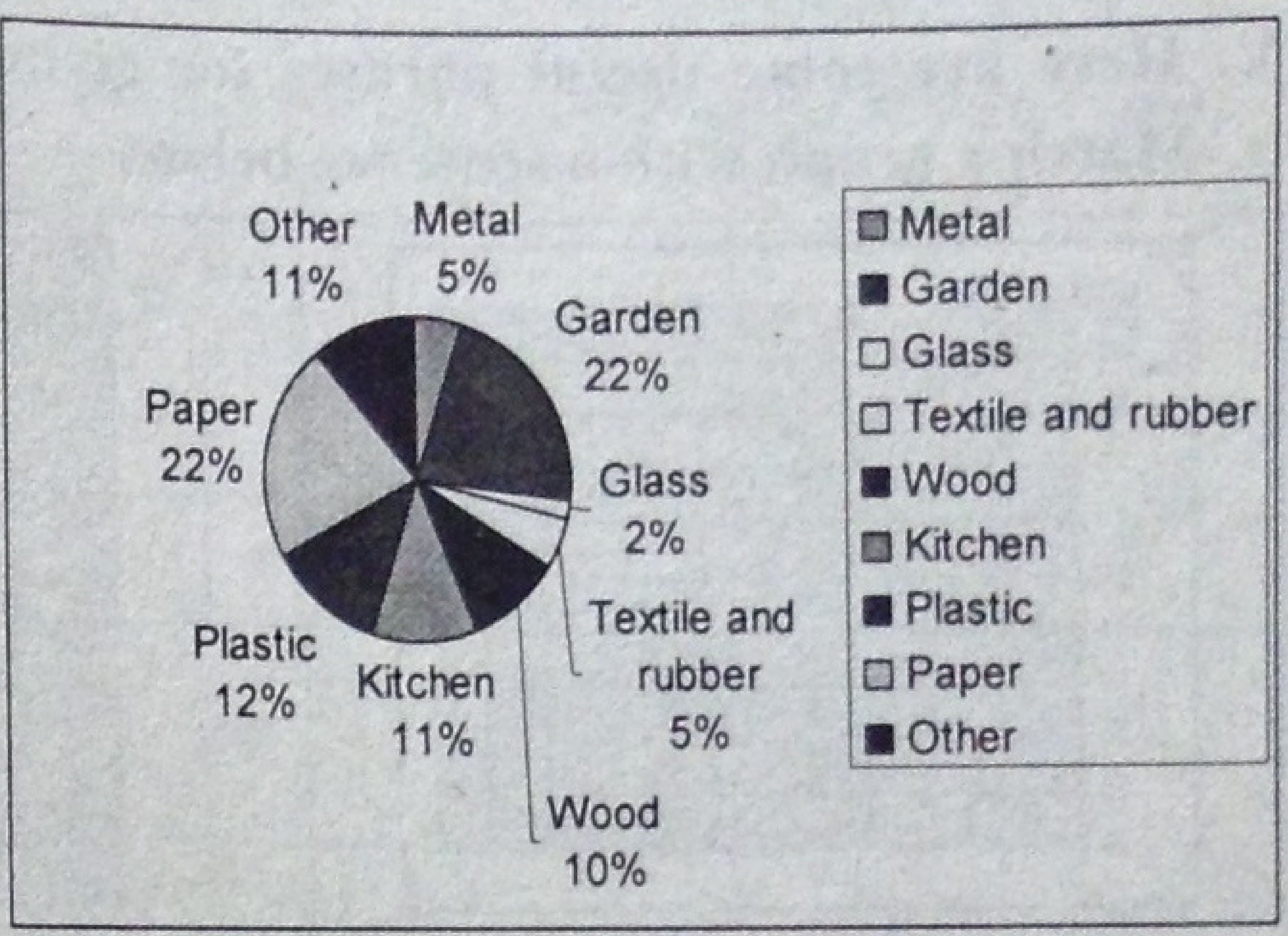
*Step 5: Revise your draft*



# UNIT 3: DESCRIBING APPROXIMATE DATA

**I. What is wrong with this description of the pie chart?**

*In most municipal landfills, 22% is paper. Garden refuse accounts for a further 22%. Kitchen refuse is 11% and plastic is 1% more at 12%. wood accounted for 10%. Textile and rubber, metal and glass is 5%, 5% and 2% respectively, and 11% was composed of all remaining sources of waste.*




**II. Use an alternative below to express the percentages that follows.**

| | | | | | |
|---|---|---|---|---|---|
| A tenth | A third | Slightly less than a third | Slightly less than a fifth | Three quarters | Nearly half |
| Half | A quarter | Just over three quarters | A fifth | The vast majority/ Almost all | Over half |

| | | | | | |
|---|---|---|---|---|---|
| a. 10% | b. 20% | c. 25% | d. 22% | e. 31% | f. 33% |
| g. 48% | h. 50% | i. 57% | j. 75% | k. 77% | l. 95% |

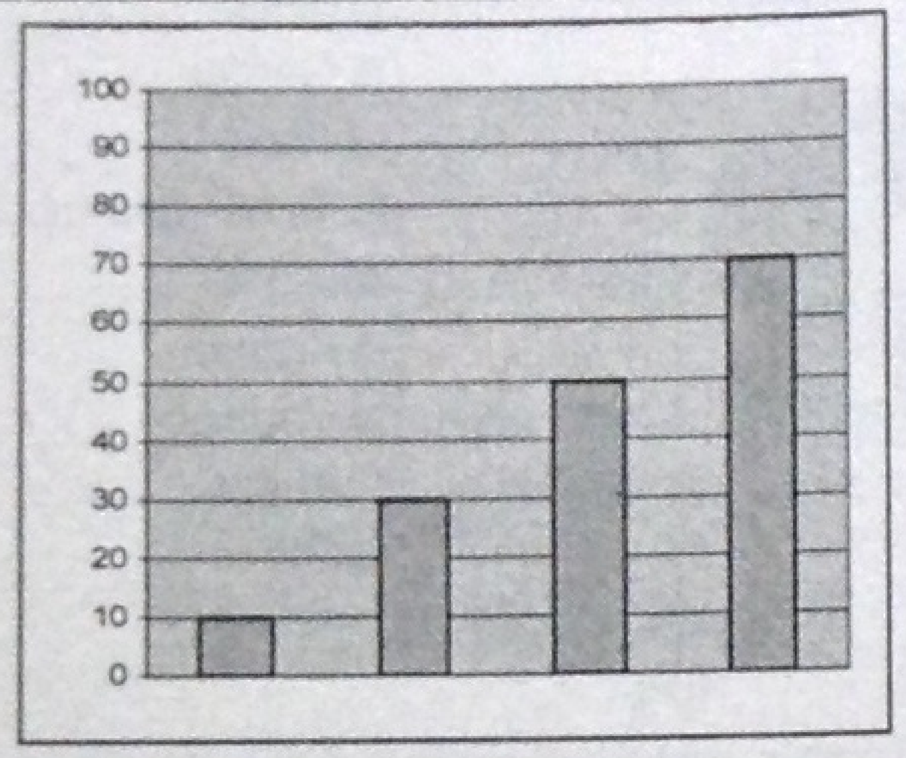
**III. Put these expressions of quantity in order of size: the vast majority/ a few/ a considerable number/ a minority/ almost none/ the majority/ all/ many/very few**

Biggest ⟵⟶ Smallest

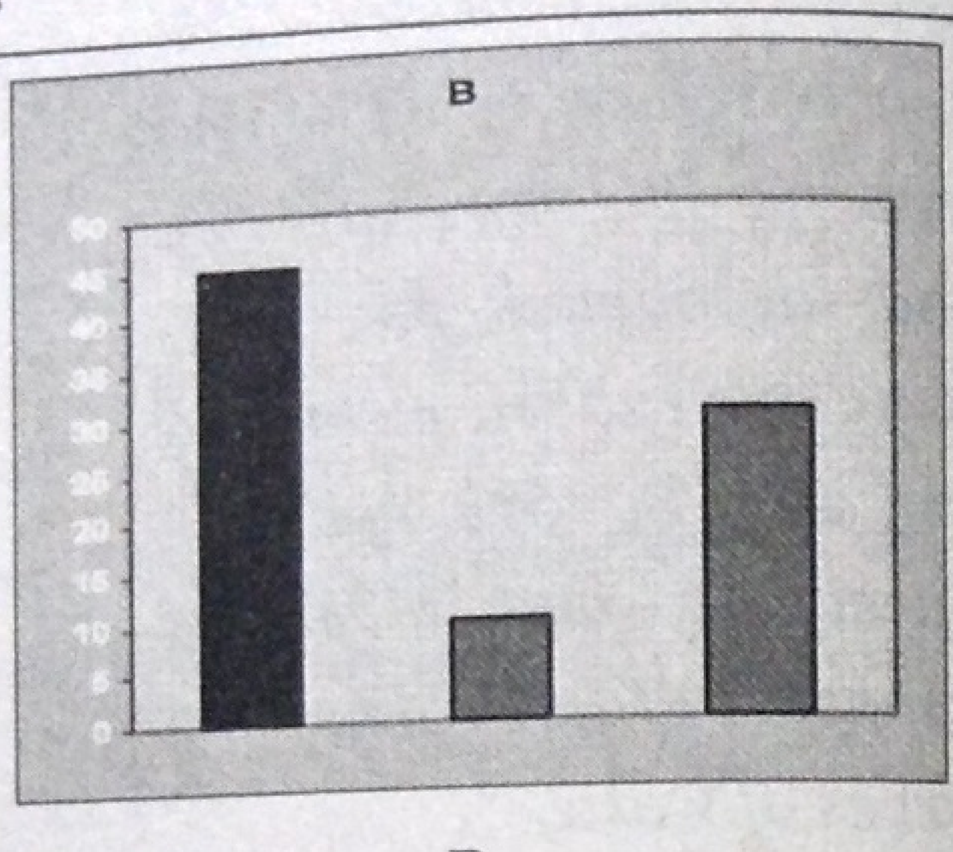
| | | | | | |
|---|---|---|---|---|---|
| 1. ______ | 2. ______ | 3. ______ | 4. ______<br>5. ______ | 6. ______<br>7. ______ | 8. ______<br>9. ______ |

IV. **Write a sentence for each of the quantity expressions from Exercise III. Your sentences should be topics related to sports and games world or national records and endangered species.**

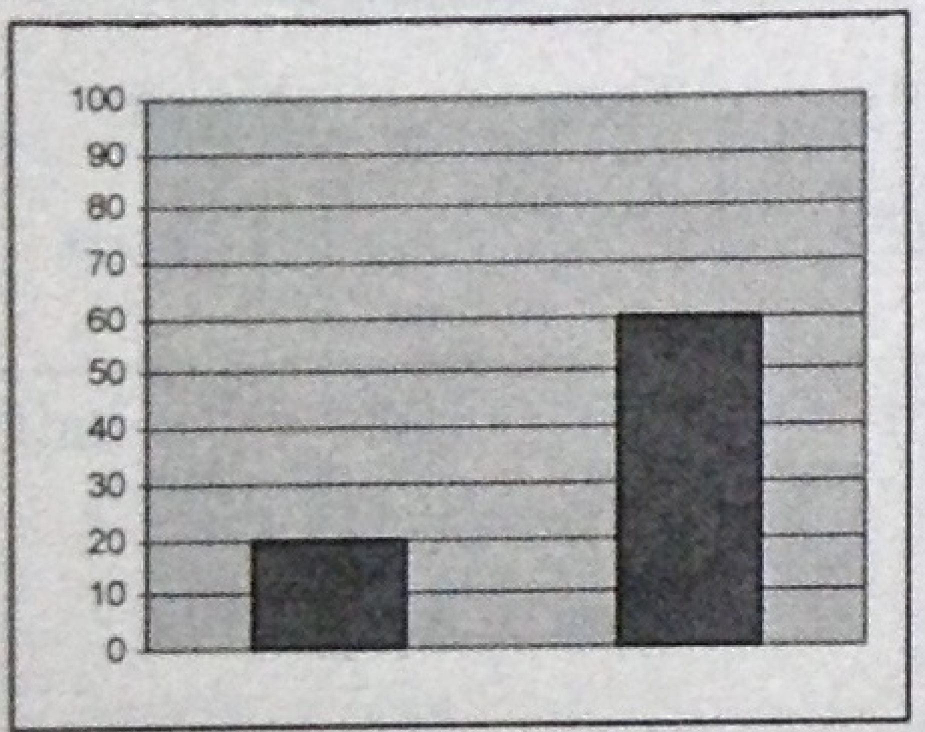
V. **Here are some useful phrases for giving more information about data. Match a graph with a sentence below.**



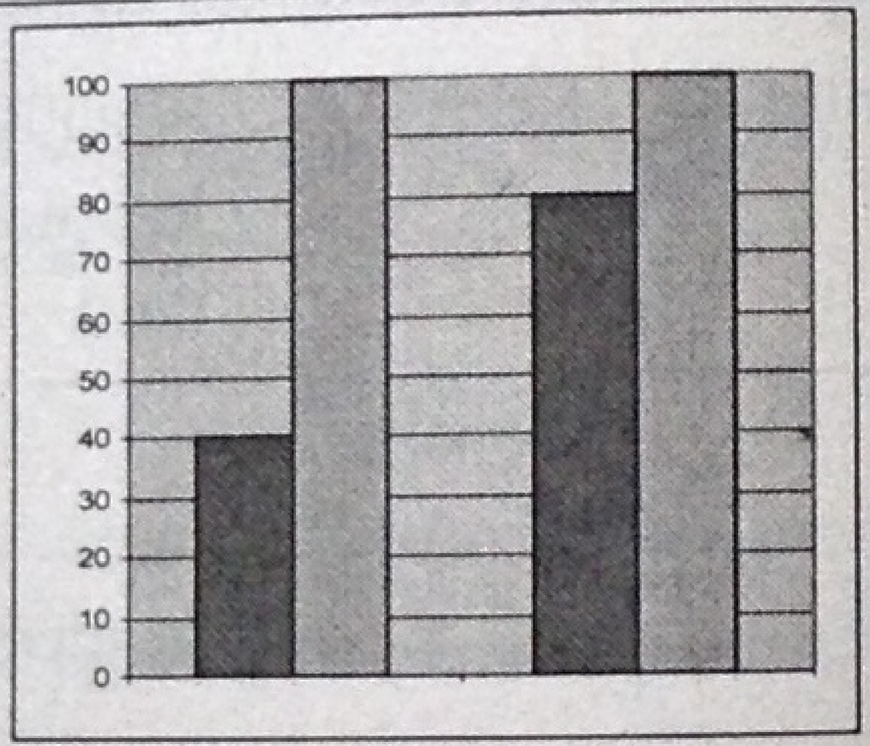
A



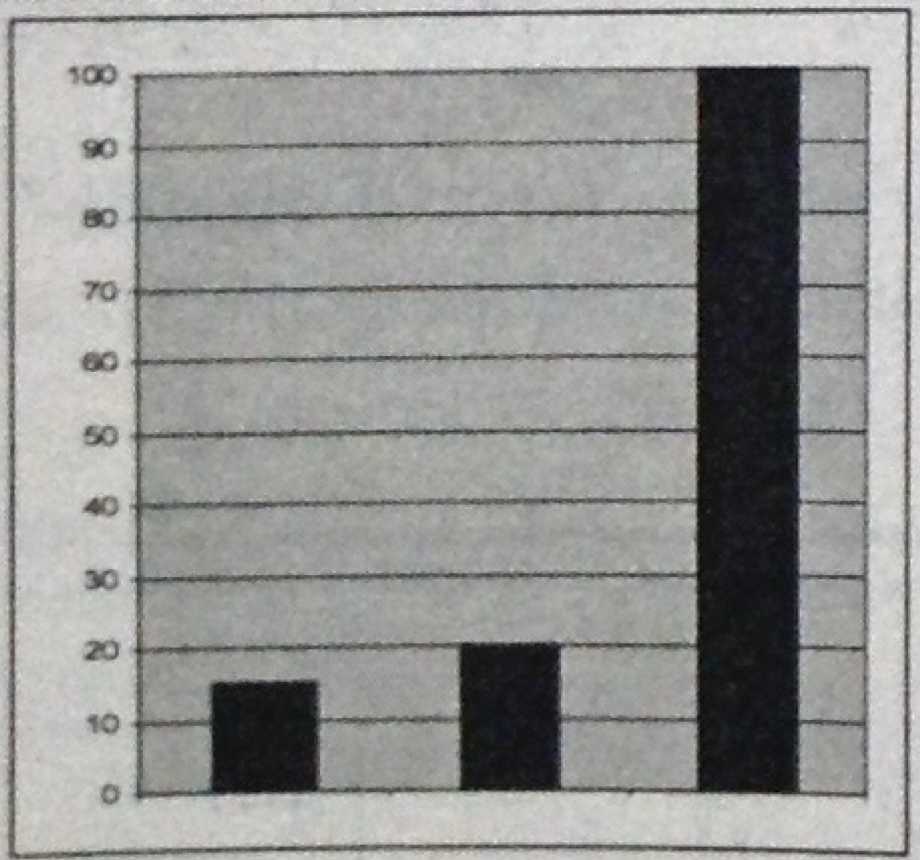
B



C



D



E

1. X was the largest producer, with 45% of the total production.
2. There were three times as many users as in the previous year.
3. Exports doubled, to reach 80% of imports.
4. Pollution levels rose at a rate of one-fifth per annum.
5. The number of users increased five- fold.



VI. **Practise using as many different expressions as possible in the essay task below.**

*The table shows the attitudes to recycling of people in different age groups. Write a report for a university lecturer describing the information shown below.*

| Opinion \ Age group | 5 - 14 | 15 -25 | 26 – 40 | 41 – 55 | 56 – 70 | 71+ |
|---|---|---|---|---|---|---|
| Actively recycle | 8 | 59 | 48 | 47 | 39 | 8 |
| Recycle when they remember | 21 | 20 | 34 | 26 | 16 | 34 |
| Don't know anything about recycling | 52 | 8 | 4 | 7 | 28 | 42 |
| Preferred not to comment | 19 | 13 | 14 | 20 | 17 | 16 |

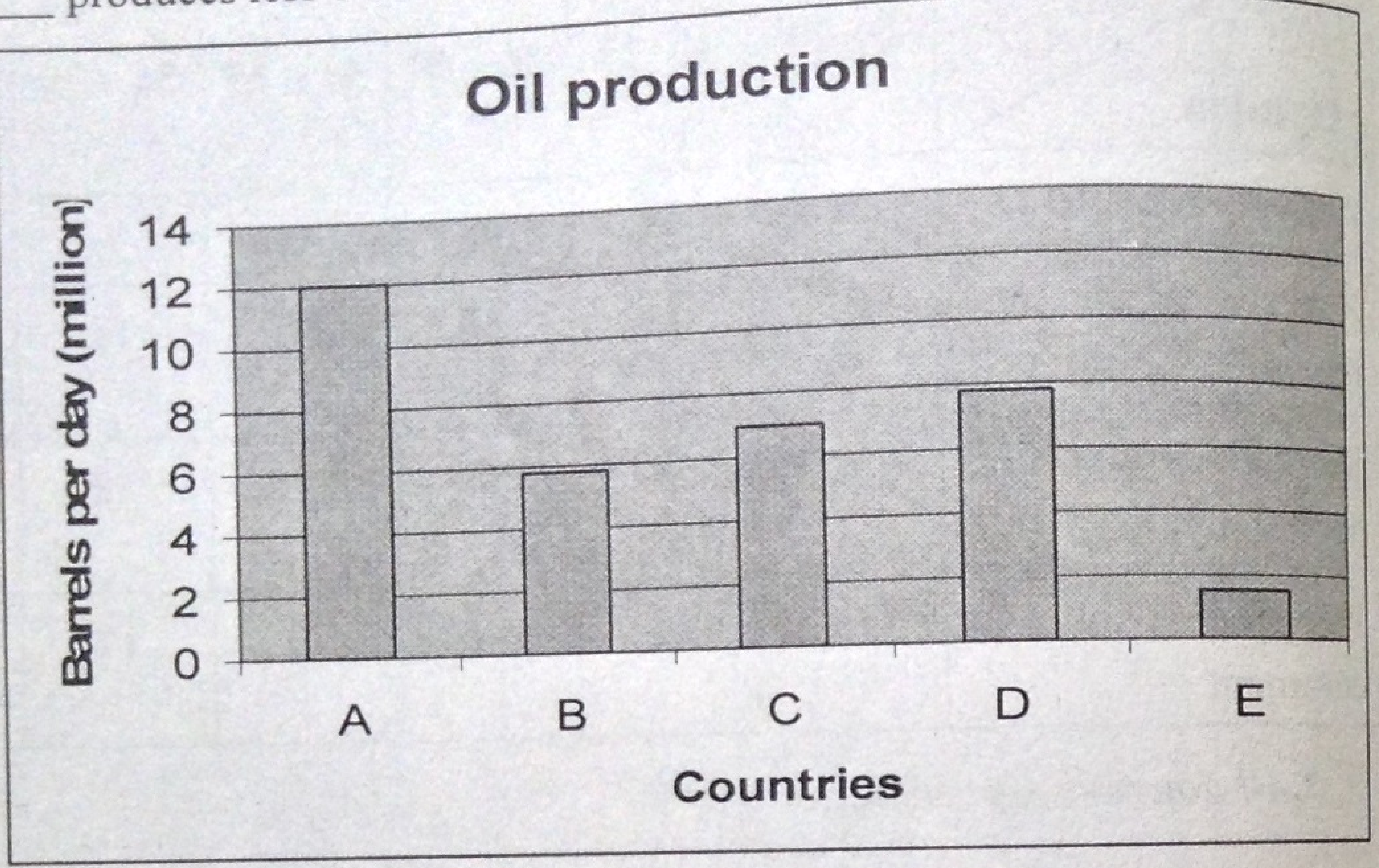
** All data are percentages.*

## UNIT 4: COMPARE AND CONTRAST DATA

I. **Study the sentences below and say whether they are comparative or superlative structures. Then complete the gaps by studying the bar chart below.**

0. D is the second largest producer of oil.
1. Production in ____ is marginally higher than in ____.
2. Oil production in ____ is approximately 2 million barrels larger than in ____.
3. Production of oil in ____ is under half the size of production in ____.
4. ____ is the largest producer of oil of all five countries.

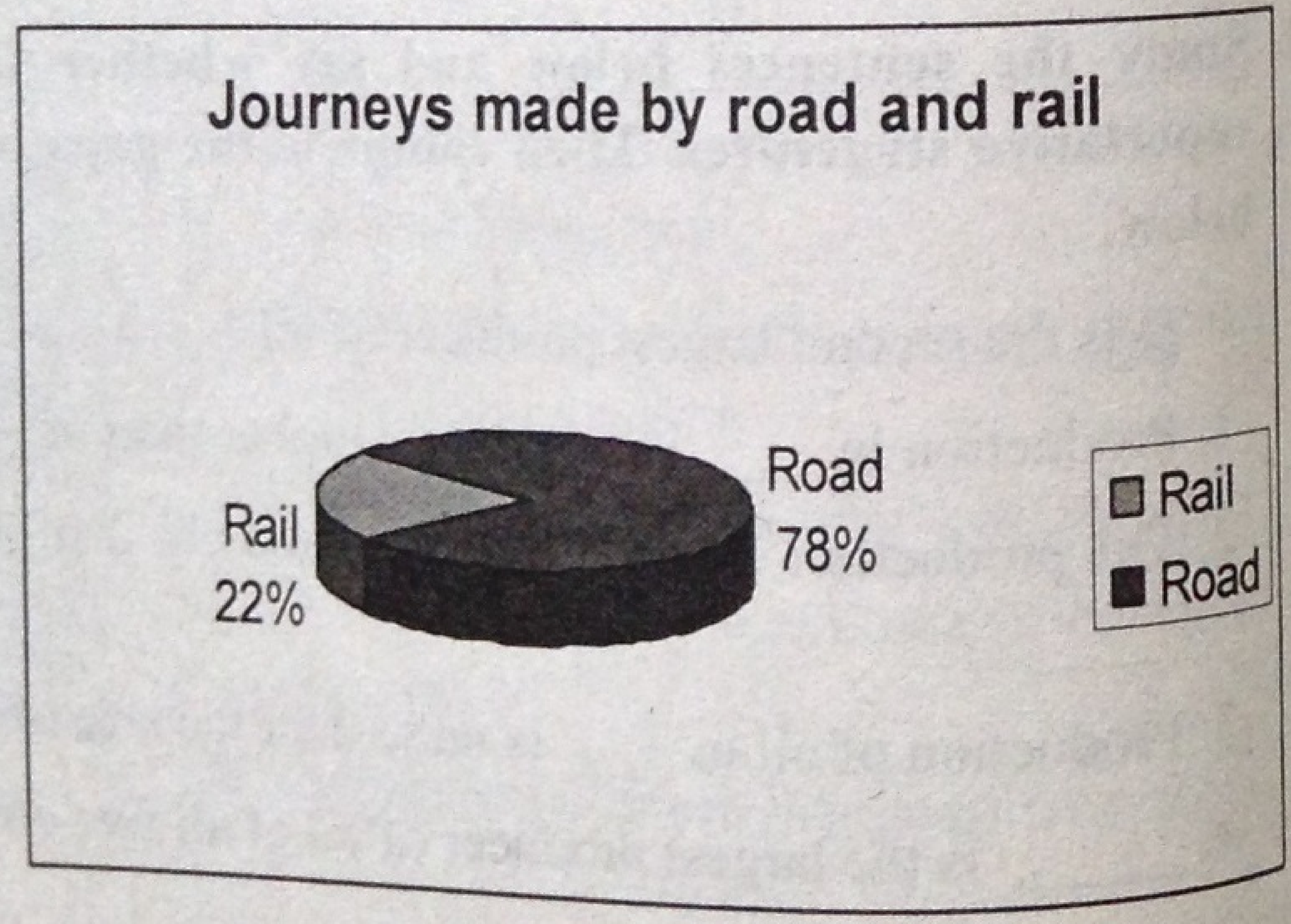
5. In comparison with ____ , oil production in ____ is larger by a narrow margin.
6. ____ produces the least amount of oil.
7. Production of oil in ____ is almost as large as in ____.
8. ____ produces less oil than all the other four countries.




**II. Look at the following diagrams. Write two sentences for each that use different ways to describe data. Use the useful language section below to help you.**

*0. Overall, a marked difference can be seen between journeys made by road and by rail.*

*Journeys by road are over three times as common as by rail.*

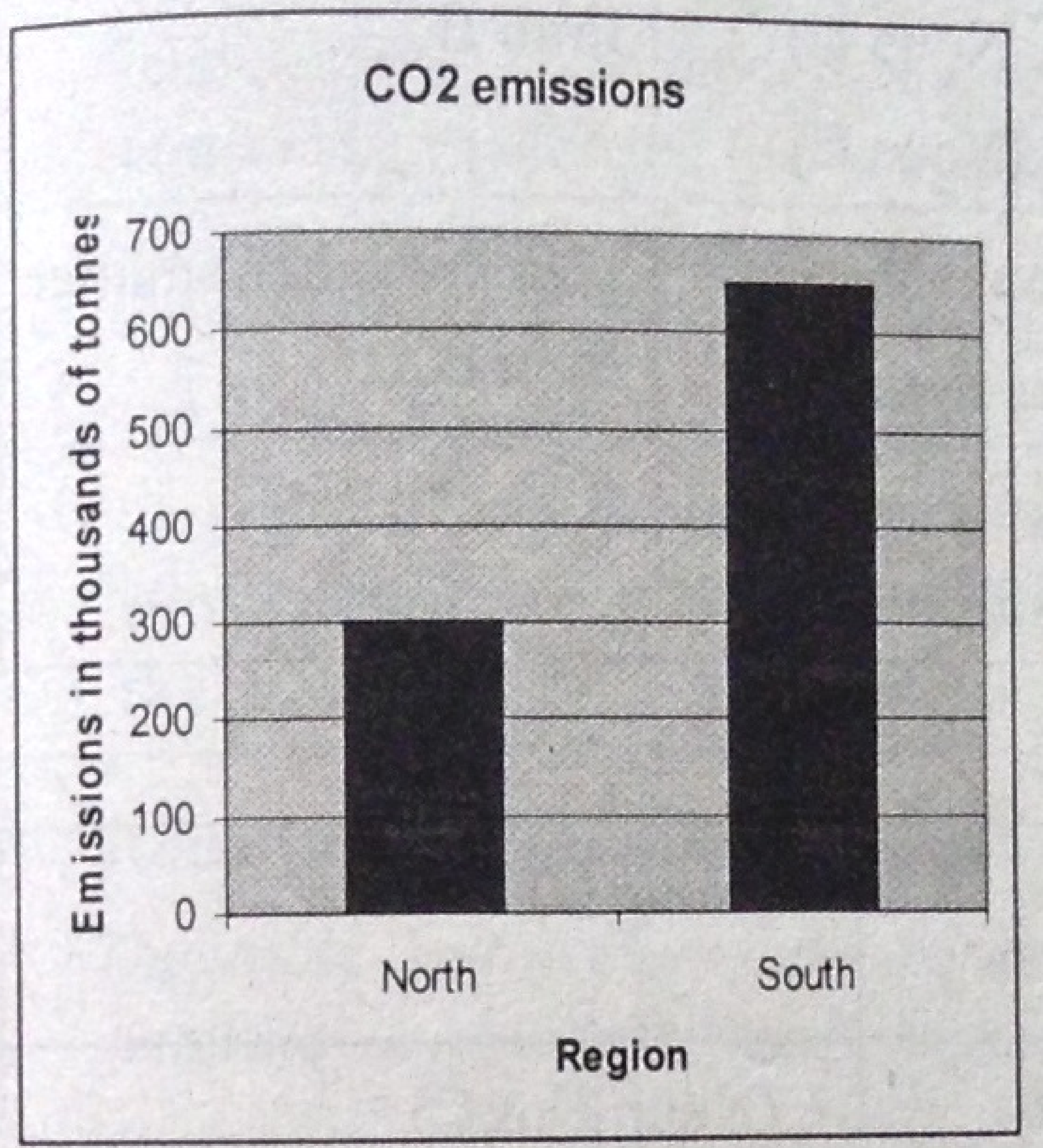





1. Oil consumption in millions of barrels

| Russia | Germany |
|---|---|
| 949 | 985 |

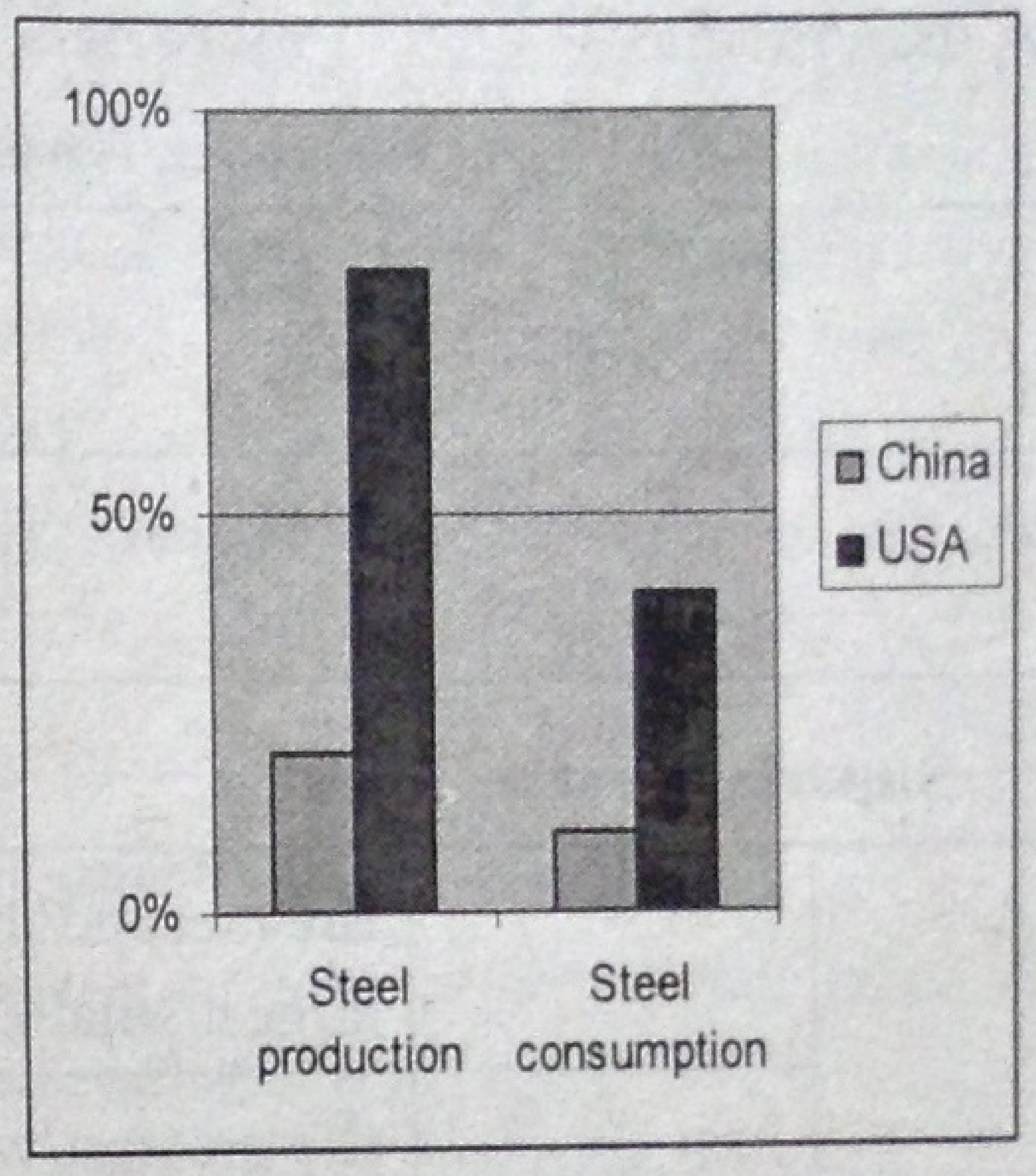
2.




3. Electricity production in Europe

| Britain | Sweden | Belgium |
|---|---|---|
| 26% | 10% | 5.5% |

4.




**Useful language: Making comparisons**

A and B represent elements in a diagram such as leaded and unleaded petrol, China and Australia, or nuclear and wind power.
*x* and *y* represent amounts such as $120 million, 67%, or 200 units.

**Introducing differences**

| | | |
|---|---|---|
| Generally, there is | a significant difference | between A and B |
| | a wide disparity | In + (noun). |

**Comparative structures**

| | | | |
|---|---|---|---|
| In **contrast (to B)**<br>In **comparison (with B)** | A is | larger/smaller | **by a narrow margin**<br>**by** *x* |

| | | | |
|---|---|---|---|
| A is just/well | under/over | x | (larger/ smaller) **than** B |
| A is approximately | | | |
| A is | (over) (under) | **twice** **two/three/four times** | as large/great/high as B |
| A uses/produces | **more /less** **more/fewer** | + (Noun U) + (Noun C) | **than B** |
| A | **is** | **considerably** **marginally** | greater/higher/smaller **than B** |
| A is | **almost** | **as** (large/high) **as that in** | B. |

**Superlative structures**

| | | | |
|---|---|---|---|
| A | is | **the** (second/third) largest/smallest | + (Noun C) |
| | has | **the** greatest/widest/ most significant | + (Noun U &C) |
| A | uses produces consumes | **the** largest/highest/ smallest /lowest | **proportion of** + (Noun C) **number of** + (Noun C) **amount of** + (Noun C) **quantity of** + (Noun U &C) |

**III. Look at the model answer below. Use the Useful language for making comparisons above to replace the words/phrases in bold (marked 1-6), with a suitable alternative.**

1. ...................................... 4. ......................................
2. ...................................... 5. ......................................
3. ...................................... 6. ......................................

The bar chart illustrates the average amount of unleaded petrol and diesel consumed in a week for age groups ranging from 20 to 60 years of age. Generally, unleaded petrol was consumes at a higher rate than diesel, the highest being 14 litres of unleaded per week for the 41 to 45 year age group. This is a difference of more than 3 litres **in comparison with (1)** diesel.

The 20 to 25 year rage shows **the largest (2)** variation in fuel use with leaded petrol consumption being over five times **as large as (3)** diesel. **In contrasts, (4)** for the two oldest age groups the pattern is reversed with the amount of diesel consumed being about 1 litre higher. In addition, the consumption of diesel was the same for the 51 to 55 age group as it was for the 56 to 60 age group (7 litres per week.)

Overall, it can be seen that there is **a significant difference (5)** in consumption across the age ranges with the middle age groups using by far **the most (6)** fuel.

**IV. Study the task question and answer the questions below.**

*The table below shows the percentage use of four different fuel types to generate electricity in five European countries in 200.1*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.*

Fuel type used to generate electricity. (%)

| | Nuclear | Coal & lignite | Petroleum products | Hydro& wind | Other |
|---|---|---|---|---|---|
| Germany | 29 | 50 | 1 | 6 | 13 |
| Britain | 23 | 34 | 2 | 2 | 39 |
| Italy | 0 | 11 | 27 | 20 | 42 |
| Sweden | 45 | 1 | 2 | 49 | 44 |
| Belgium | 58 | 12 | 2 | 2 | 26 |

1. What do the numbers refer to?
2. What are the significant differences in the table?
3. How would you organise your answer?

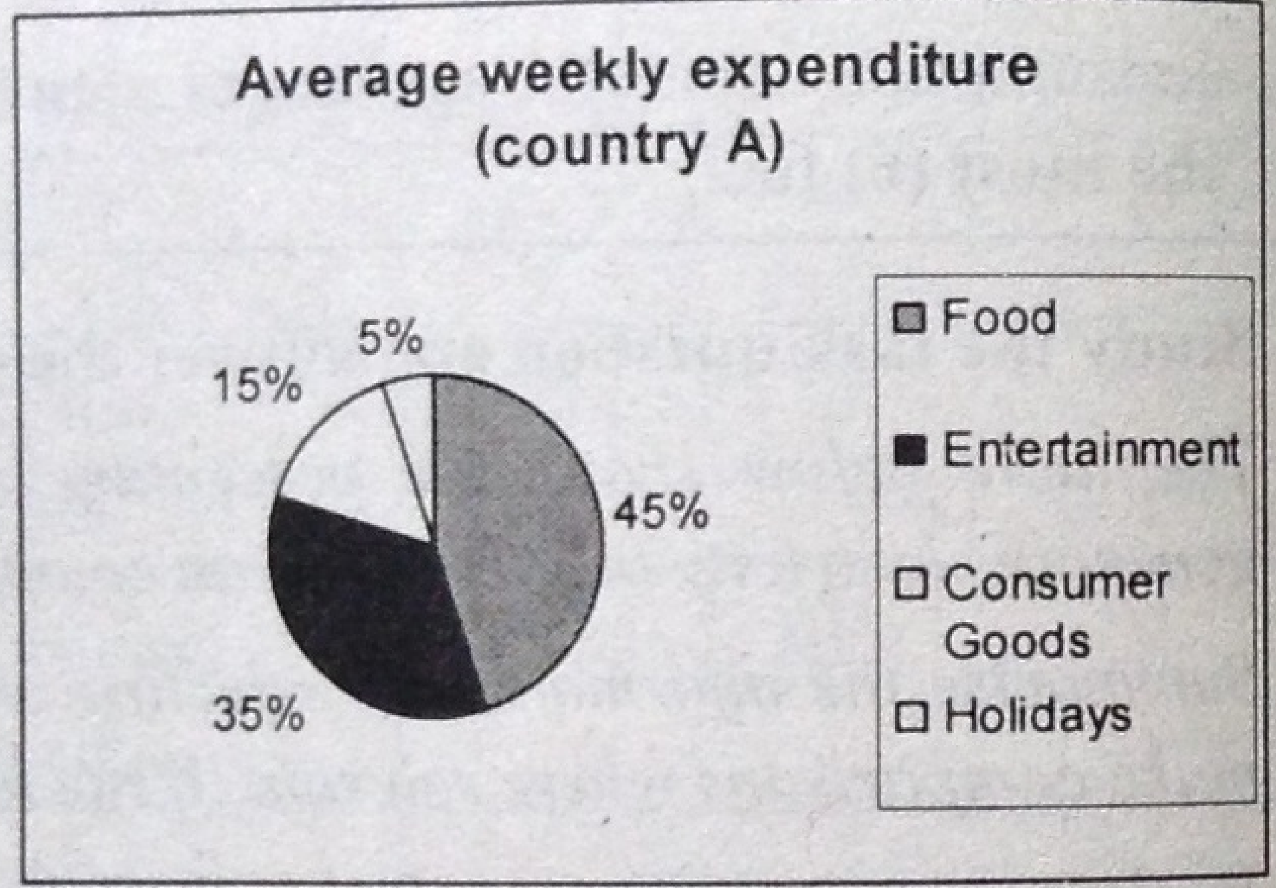
# UNIT 5: MULTIPLE DIAGRAMS

**I. Look at the question strategy and multiple diagrams A and B below, then decide which approach each question requires.**

> Question strategy
>
> Task 1 questions may ask you to describe two or more graphs. charts or tables. If the fixed parts of each diagram are the same (e.g. When the vertical and horizontal axes in two graphs both measure the same thing), then your answer should focus on comparisons between the diagrams. However, if the fixed parts of each diagram separately with only the summarizing sentence making a comparison.

**A. Average weekly income**

| Country | Wage |
|---|---|
| A | $180 |
| B | $123 |
| C | $159 |
| D | $43 |




**B. Unemployment as a percentage in the 1990s**

| Year | Females |
|---|---|
| 1990 | 12.30% |
| 1995 | 13.40% |
| 1999 | 14.70% |

| Year | Males |
|---|---|
| 1990 | 7.5% |
| 1995 | 7.3% |
| 1999 | 5.8% |

**II. Look at the task question and the bar charts**

**(1) Answer the following questions.**

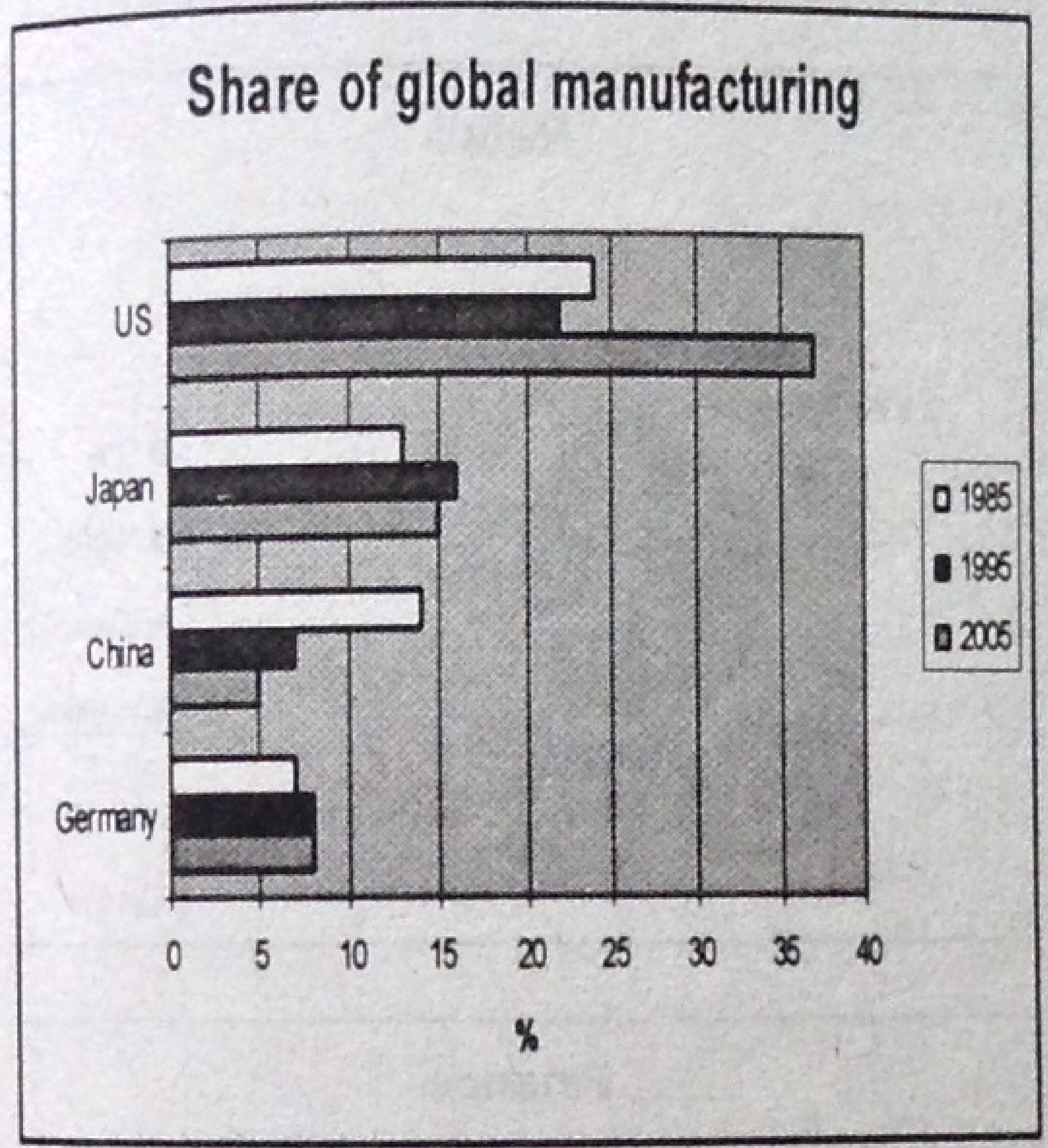
1. Which countries have the largest percentage?
2. which have the smallest percentage?

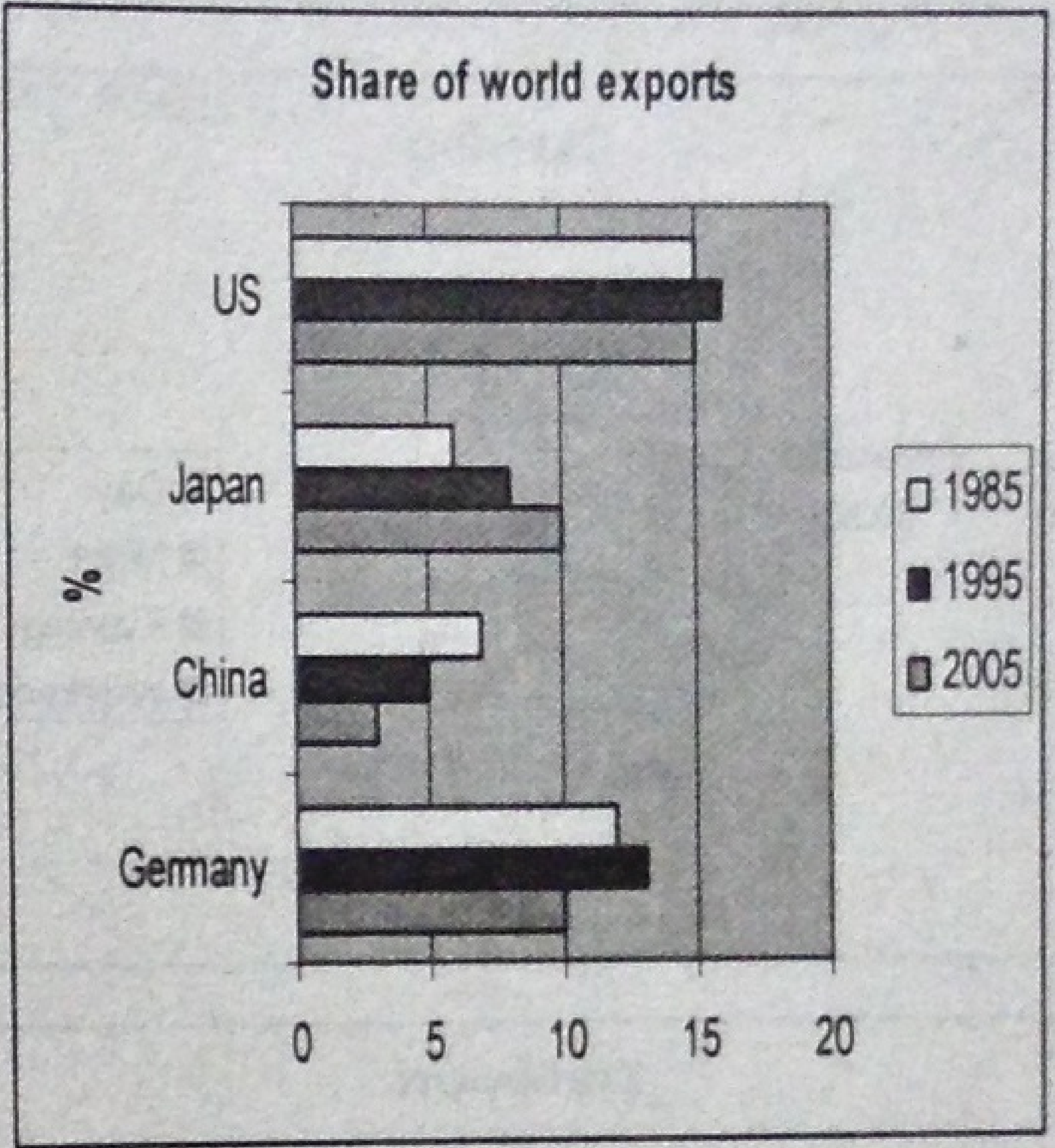


3. Which countries show the greatest change in the period?
4. Are there any opposite trends (i.e. the trend in one country moving in the opposite direction to another)?
5. Write a single overall trend sentence comparing both diagrams. Begin, *Overall, it can be seen that...*

*The charts below show the share of global manufacturing and exports for four countries between 1985 and 2005.*

*Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*




**(2). Write four sentences comparing the data in the charts using the language box below.**

*Example: US manufacturing in 1985 was approaching 40%.*

**Useful language: Different ways of expressing figures and percentages**

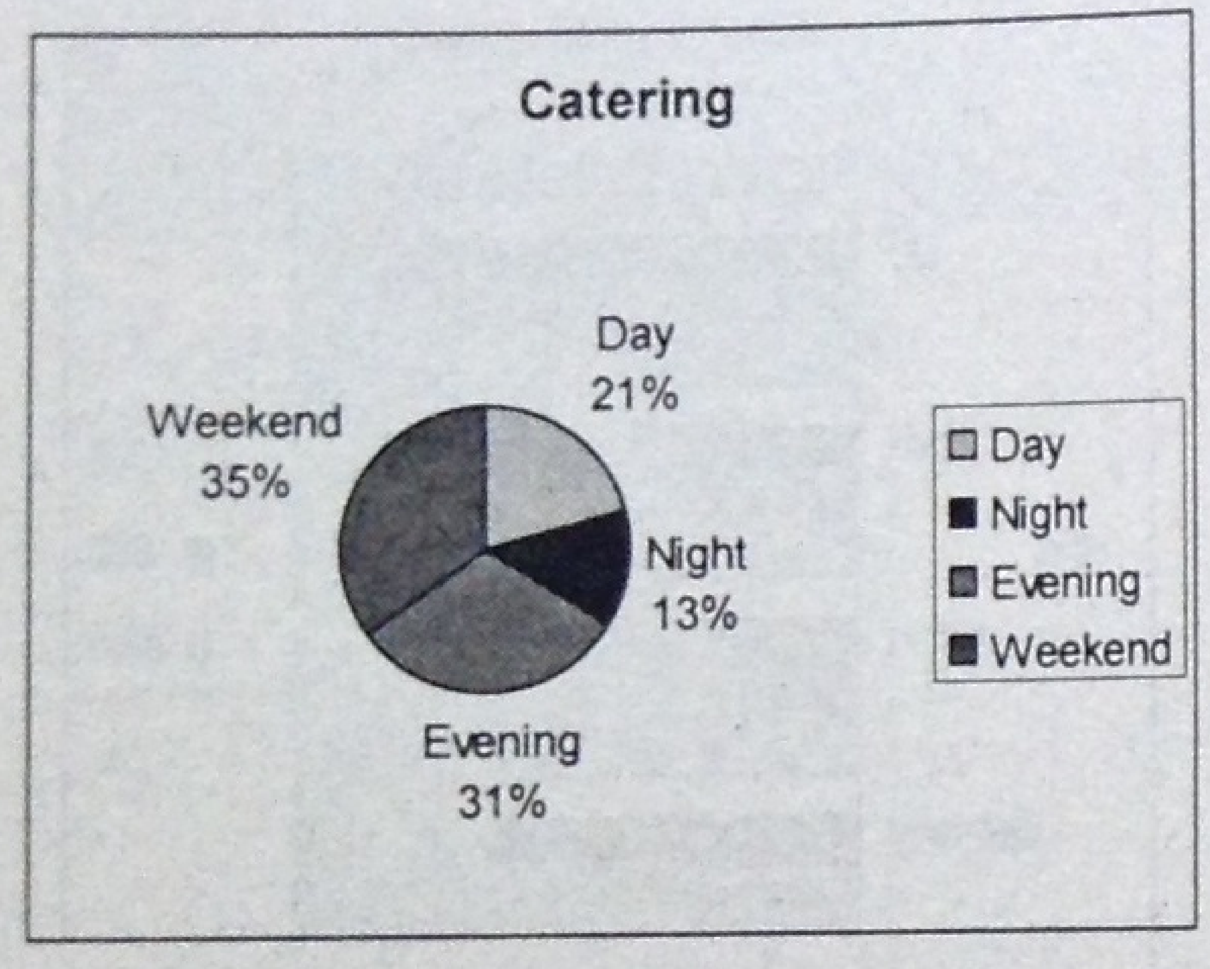
| Approximating figures | Fractions |
|---|---|
| (well/just) over | half |
| around | a third |
| about | two thirds |
| approximately | a quarter |
| approaching | three quarters |
| almost | a fifth |
| (well/just) under | a tenth |
| (slightly) more/less than | |

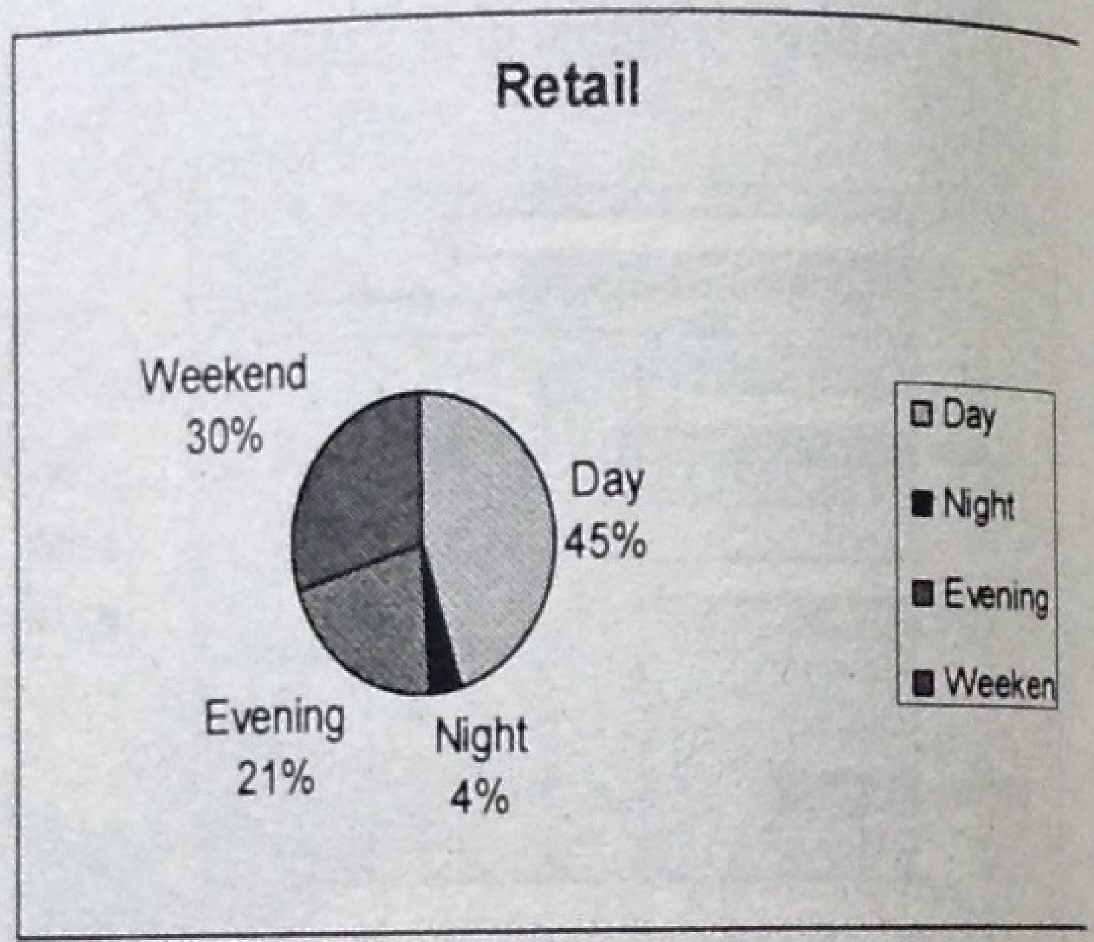
**III. Look at the pie charts showing different work patterns. Use the Useful Language from the box to describe the percentages in the Catering and Retail pie charts.**

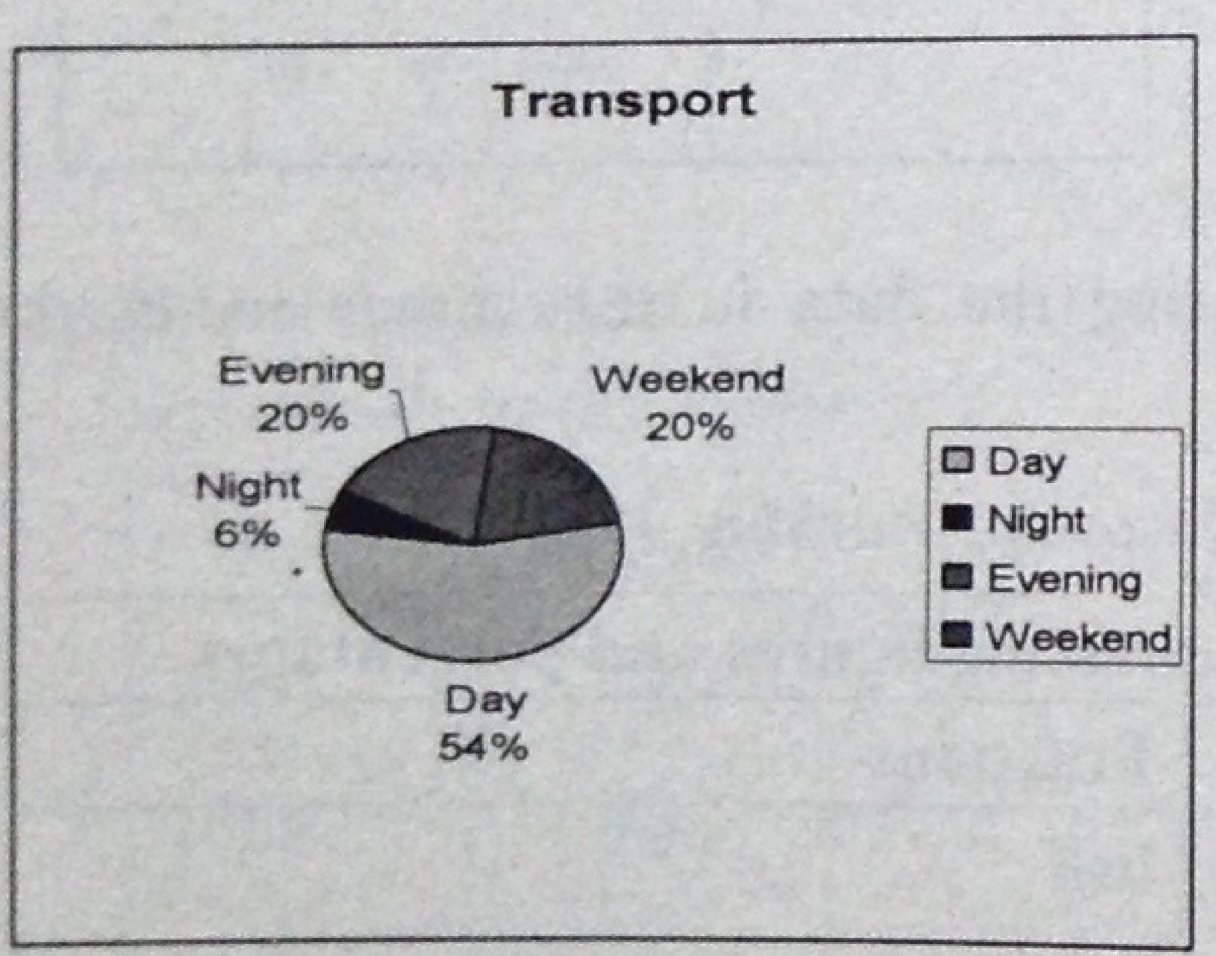
The charts show the work patterns for employees in four countries.

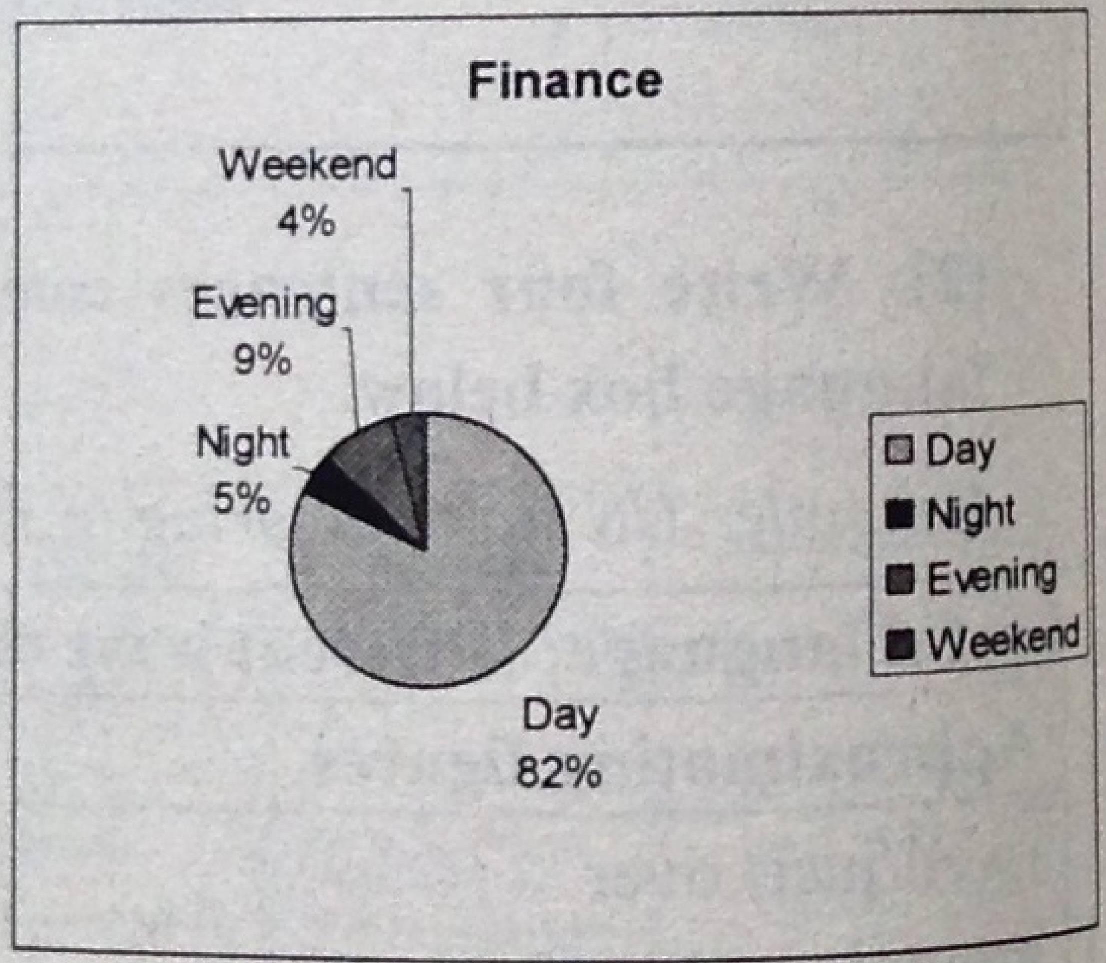
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Just under a third of workers in the catering industry work during the evening and slightly over two fifths work in the day.




**IV. The following words are also useful for describing data in different ways**

**Determiners**

the (vast) majority of (very) few equal numbers of all none

most a minority of many



1. Order the words from biggest to smallest

2. Use some of these words to write sentences describing the percentages in the Transport and Finance charts.

Example: *In the transport industry, equal numbers of workers are employed to work evening and weekend shifts.*

**V. Suggest two ways of organising an answer to describing the four pie charts. Which would make comparison easier?**

**VI. Write an answer to the pie chart question in 20 minutes following a plan with two paragraphs and a summarizing sentence.**

# PHONOLOGY – VOCABULARY – GRAMMAR

| TOPICS | GRAMMAR | LEXICOLOGY | PHONOLOGY |
|---|---|---|---|
| **1. Home life** | Present simple<br>Reported Speech | word combination 'home', 'house'<br>Family matters | Pronunciation (ending 's')<br>Word stress |
| **2. Cultural diversity** | Review of tenses | Negative prefixes | Pronunciation (ending 'ed')<br>Word stress |
| **3. School education (Unit 3-4: school education system+ higher education)** | Passive Voice<br>Adverbial clauses of place<br>Conditional sentences<br>Verb + preposition | -edly adverbs<br>Collocations with adverbs (verb+adverb/ adverb + adj) | Pronunciation<br>Word stress (two-syllable words) |
| **REVIEW 1** | | | |
| **4. Future job** | Relative Clauses | 'work' & 'job'<br>Make & do collocations | Pronunciation (weak/strong forms of conjunctions/ prepositions)<br>Word stress (three-syllable words) |
| **5. Youth (Unit 6-7: Economic reforms + Youth)** | Verb + preposition<br>Prep +time/ place (for chart describing) | Compound Adjectives (Adj + N)<br>Suffixes | Pronunciation (weak/strong forms of auxiliaries) |
| **6. Future life** | Adverbial clauses of concessions | Compound Adjectives (N + Adj) | 'schwa'<br>Word stress (four-syllable words) |
| **REVIEW 2** | | | |
| **7. Endangered species (Unit 9-10: Deserts + Endangered species)** | Result clauses<br>Modal auxiliaries | Phrasal verbs & Expressions with 'make' | Pronunciation<br>Word stress |
| **8. Books** | Adverbial clauses of reason<br>Transitive and intransitive Verbs | Compound adjs (adj + N- ed) | Pronunciation<br>Word stress |
| **9. Sports (Unit 12-13: Water sports +SEA Games)** | Adverbial clauses of purpose<br>Adverbial clauses of time<br>Double Comparison | Expressions with 'play', 'do', 'go' | Word stress |
| **REVIEW 3** | | | |
| **10. Women in Society** | Transitions (additional & opposite)<br>Adverbial clauses of manner | Phrasal verbs 'get'<br>Sentence & clause connectors (transition words) | Word stress |
| **11. ASIANS (Unit 14-16: International organizations +Association of Southeast Asian Nations)** | Review of Adverbial clauses | Phrasal verbs 'take' & 'bring'<br>'take' vs 'bring' – Easily confused pairs<br>Abbreviations & acronyms (for names of organizations) | Word stress |
| **REVIEW 4** | | | |

Phân phối tiết học: 15 tiết

– 1 bài = 1 tiết (45'): 11 bài = 11 tiết

– 4 bài Review = 4 tiết

Số trang cho chuyên đề: 80 trang

– khoảng 5 trang/ 1 bài: 11 x 5 = 55 trang

– khoảng 6 trang / 1 Review: 4 x 6 = 24 trang

– Tổng: khoảng 79 – 80 trang

# UNIT 1: HOME LIFE

## PHONOLOGY

**I. Circle the word with the underlined letter(s) pronounced differently from those of the others.**

| | | | |
|---|---|---|---|
| 1. A. requests | B. questions | C. calculates | D. attacks |
| 2. A. promise | B. purpose | C. increase | D. please |
| 3. A. bruises | B. garages | C. clothes | D. pages |
| 4. A. decision | B. decisive | C. describe | D. generous |
| 5. A. anniversary | B. possessive | C. positive | D. criticise |

**II. Circle the word with the main stress pattern placed differently from that of the others.**

| | | | |
|---|---|---|---|
| 1. A. teenage | B. precise | C. usual | D. household |
| 2. A. formula | B. scenario | C. according | D. conducted |
| 3. A. bewilder | B. remember | C. responding | D. usually |
| 4. A. contribute | B. dynamics | C. imagine | D. devastate |
| 5. A. specific | B. pragmatic | C. interesting | D. contemporary |



## VOCABULARY

**I. Match the beginning of each sentence with its ending in the box. There are more endings than needed.**

1. Within a few days in a field trip they have become friends very quickly and _____
2. Teenagers should also be gradually taught how to run a house including to_____
3. I've lived here almost a year now and I'm already beginning to_____
4. As a familiar face of a series of soap opera, she _____
5. Having been away from home for such a long time, now she _____
6. Taking care of house, thinking that this is important _____
7. House-to-house enquiry is the approach employed by the police to_____
8. The manager refused to buy foreign players since he believed the team_____
9. I don't like you to poke your nose in my business. Just _____
10. After the surgery, she still spent most of her time in bed and_____

a) got along like a house on fire.
b) became house-bound.
c) has already got a wealth of home-grown talent.
d) has understood what 'home sweet home' means.
e) manage house-keeping money.
f) may well be the stereotype of house-proud British housewives.
g) feel at home there.
h) feel better on her own home ground.

**II. Decide which word best fits each space in the text below.**

**AUNT MARGARET'S KITCHEN**

The kitchen was quite dark because the blinds were drawn. There was a smell of (1)............cigarette smoke and some unwashed cups were (2)............neatly

in the sink, but the room was ferosiously clean. It was quite a big room. There was a (3)............dresser, painted dark brown, loaded with(4)............ , a flour jar, a bread bin. There was a larder you could walk into. Melanie experimentally walked into it and (5)............the door to on herself in a cool smell of cheese and mildew. What did they (6)............? Tins of things: they seemed particularly (7)............of tinned peaches, there was a whole pile of tins of peaches. Tinned beans, tinned sardines. Aunt Margaret must buy tins in(8)............. There were a number of cake tins and Melanie opened one and found last night's currant cake. She took a ready-cut (9)............ of it and eat it. It made her feel more at(10)............, already to steal something from the larder. She went back into the kitchen, (11)............crumbs.

There was a long table of (12)............pine with a tablecloth (splashed with russet chrysanthemums, the sort of tablecloth you see through windows of other people's houses as you walk by at teatime) (13)............back to cover crockery (14)............out ready for breakfast, perhaps to(15)............ mice from dirtying the cups.

| | | | |
|---|---|---|---|
| 1. A. stale | B. rancid | C. ancient | D.musty |
| 2. A. erected | B. stacked | C. ordered | D. ranked |
| 3. A. built-up | B. cornered | C. walled | D. built-in |
| 4. A. accessories | B. crockery | C. implements | D. tools |
| 5. A. took | B. pulled | C. made | D. put |
| 6. A. consume | B. eat | C. devour | D. use |
| 7. A. crazy | B. loving | C. fond | D. likeable |
| 8. A. lots | B. gross | C. mass | D. bulk |
| 9.A. slice | B. rasher | C. shaving | D. remnant |
| 10. A. comfort | B. place | C. home | D. rest |
| 11. A.sprinking | B. shedding | C. sowing | D. scattering |
| 12. A. grazed | B. scraped | C. bruised | D. scrubbed |
| 13. A. folded | B. bent | C. opened | D. tilted |
| 14. A. sorted | B. set | C. done | D. let |
| 15. A. have | B. ensure | C. keep | D. save |



## GRAMMAR

**I. Underline the correct word or phrase in each of the following sentences.**

1. Each CD ***only costs / is only costing*** $10 at the moment because they're on special offer.
2. ***We're having / We have*** the living room repainted so it's probably best if we go into the kitchen.
3. ***You always come / You're always coming*** up with excuses for not having done your homework. It's so annoying!
4. I think ***I recognize / I'm recognizing*** that man on the corner. Wasn't he on the game show last Wednesday?
5. If ***you're not watching / you don't watch*** TV, turn it off!
6. Right now, my job ***involves / is involving*** a huge amount of foreign travel.
7. We ***don't eat / aren't eating*** any meat at the moment as we're both on a diet.
8. Look at Johnny! He ***really resembles / is really resembling*** his father when he frowns like that.
9. John Smith ***is constantly leaving / constantly leaves*** his papers all over the place.
10. When you hear the police siren, you ***slow down and pull in / are slowing down and pulling in***, to allow emergency vehicles to pass.

**II. Complete each of the following sentences with one suitable word.**

1. To get fit for the race, he goes to the sports centre _____ day.
2. I see Lucida from _____ to time, but not on a regular basis.
3. 'I hardly see Rosa today.' – 'I'm afraid that she's studying hard for her exam at the _____.'
4. She jogs around the park three _____ a week.
5. Thank goodness Sarah is taking more exercise these _____! She seems much fitter, don't you think?
6. I'm standing under your window _____ now talking to you on my mobile.
7. _____ that he's retired, he watches football every afternoon on satellite on TV.
8. I'm staying in _____ now, but I might go out a bit later on.
9. I'm quite happy living at home for the time _____, but I guess I'll have to get my own place eventually.
10. She is only just recovering from the operation and is _____ finding it difficult to move about.

III. **Choose the option A, B, C or D that best completes each of the sentences.**

1. My lawyer _____ me to be on time.

A. wished B. offered C. desired D. told

2. Their teacher _____ against talking to strangers.

A. recommended B. suggested C. advised D. said

3. In the end they agreed to our _____ two teams for the tournament.

A. entering B. being entered C. enter D. entered

4. The actress _____ to having had first-night nerves.

A. told B. confessed C. agreed D. accepted

5. Many people _____ on Rita's new hairstyle.

A. commented B. whispered C. talked D. complimented

6. Everybody _____ her of having taken the money.

A. complained B. accused C. charged D. convicted

7. He _____ to me how he had crashed the car the week before.

A. admitted B. claimed C. stated D. explained

8. Jim _____about being more intelligent than his brother.

A. promised B. boasted C. urged D. told

9. Joana _____ to make a speech off the cuff.

A. refused B. denied C. excused D. reminded

10. Maggie _____ that she wished Bob would buy himself a new suit.

A. said B. hoped C. proposed D. assured

IV. **Complete the second sentence so that it means the same as the first one, using the word given. You must use between THREE and EIGHT words, including the word given.** ***(Contractions count as two words.)***

1. 'Would it be possible to extend my club membership?' George asked the manager. IF

George asked the manager _______________ club membership.

2. She said, 'You needn't give me a lift tomorrow.' HAVE

She said I _______________ the following day.

3. 'What did the car dealer tell you?' Tony asked her. TOLD

Tony _______________ her.

4. 'She's always moaning about her mother-in-law,' he said to me. COMPLAINED

He _______________ about her mother-in-law.

5. 'Would you like to come to a show with me tonight?' he said. HIM

He _______________ night.

6. 'I didn't harm anybody,' cried the accused. TO

The accused denied _______________ anybody.

7. 'You've passed the exam? Oh, well done!' my aunt said to me. ON

My aunt _______________ the exam.

8. 'I'm sorry I forgot to set the security alarm,' said the receptionist. FOR

The receptionist _______________ set the security alarm.

9. 'Why don't you postpone your trip till the summer, Maria?' suggested Anna. OFF

Anna suggested _______________ till the summer.

10. 'It's a good idea to rehearse your speech in front of a mirror,' Jane told him. RUN

Jane advised _______________ in front of a mirror.

# UNIT 2: CULTURAL DIVERSITY

## PHONOLOGY

**I. Complete these sentences about the pronunciation of –ed ending**

1. We pronounce –ed.........after unvoiced sounds /f/. /k/, /p/, /s/, /θ/, /ʃ/, /tʃ/.
2. We pronounce –ed............ after voiced sounds /b/, /g/, /l/, /m/, /n/, /v/, z/.
3. We pronounce –ed.............after /d/ and /t/.

**II. Underline the words with an –ed ending in this extract and put them in the correct heading**

It chanced that in August 1917 the work upon which I was engaged obliged me to go from New York to Petrogad, and I was instructed for safety's sake to travel by way of Vladivostok. I landed there in the morning and passed an idle day as best I could. The trans-Siberian train was due to start, so far as I remember, at about nine in the evening. I dined at the station restaurant by my self. It was crowded and I shared a table with a man whose appearance entertained me. He was a Russian, a tall fellow, his hands small for his size, were buried in rolls of fat.

| Walked /t/ | Loved /d/ | Started /id/ |
|---|---|---|
| | | |

## VOCABULARY

**I. Complete the text below with the appropriate words taken from the box**

| | | | | |
|---|---|---|---|---|
| Individuals | consequence | nature | respond | blunt |
| Confrontations | face-to-face | letting off | encounters | reflected |

An underlying principle of cultural behavior which is closely (1)....... in the language is the need to avoid (2)....... conflict. Even though the British may appear unpleasantly (3)....... when compared with some Asian cultures they are on the whole concerned to offer a way out whenever a potential conflict between (4)....... occurs. This may be compared with public (5)....... in large committees or parliament where much more confrontation goes on. Some cultures are, by way of contrast to British, much less concerned to avoid conflict in private or personal (6)........

Perhaps there is a principle of 'aggression management' here: every culture has developed some ways of (7)....... steam, has some areas in which people are allowed to express their true feelings. The immediate linguistic (8)....... of open conflict-avoidance is that you need to know what to do and what to say, for example, when someone takes a position in a queue in front of you, accidentally stands on your toe in a bus or disagree with you in a public gathering. In a public gathering depends on the (9)....... of the meeting, the British reaction may be to confront disagreement openly and (10)....... vigorously. In other more personal situations, the same individual may work hard at taking a middle route between doing nothing and engaging in open conflict.



**II. Classify the following adjectives into groups according to their negative prefixes. There is one word having three possible prefixes.**

| | | | | |
|---|---|---|---|---|
| attainable | existent | legitimate | resistible | accessible |
| prepared | aware | expensive | conscious | tolerant |
| likely | probable | satisfied | patient | complicated |
| able | capable | enthusiastic | legible | rational |
| perfect | resident | do | approve | clockwise |
| understand | used | briefing | cast | wrap |
| embark | centralise | climax | prove | classify |
| incentive | confirmed | mount | damaged | common |

| | |
|---|---|
| un- | |
| im- | |
| il- | |
| in- | |
| ir- | |
| dis- | |
| non- | |
| anti- | |
| mis- | |
| de- | |

## III. Complete each sentence with the correct form of the given word in capital.

| | |
|---|---|
| 1. Why are you so.........to other people's problem? | SENSE |
| 2. The garden is divided into two............parts. | EQUAL |
| 3. I think you were........in punishing both boys. | JUST |
| 4. I am afraid the world is full of...... | JUST |
| 5. This ticket is........You haven't stamped it in the machine. | VALID |
| 6. Thank you for your help. It was............ | VALUE |
| 7. I can't stand this heat. It is........... | BEAR |
| 8. There is no previous similar case. Such action is ........ | PRECEDENT |
| 9. The amount of food aid in the country has received is quite..... | SUFFICE |
| 10. Her remarks were so rude they were frankly........ | PRINT |

# GRAMMAR

## I. Put each verb in brackets into an appropriate tense.

Farmers, as we all...........1(know), .........2(have) a hard time of it in Britain lately, and ........3(turn) to new way of earning income from their land. This.........4(involve) not only planting new kinds of crops but some strange ways of making money, the most unusal of which has got to be sheep racing. Yet, you .......5(hear) me correctly! A farmer in the West of England now......6.(hold) sheep races on a regular basis, and during the past ten years over 100,000 people......7.(turn up) to watch the proceedings. "I......8.(pass) the farm on my way to the sea for a holiday" one punter told me "and I .......9.(think) I'd have a look. I..........10(not believe) it was serious, to tell you the truth". According to a regular visitor, betting on sheep is more interesting than betting on horses. "At proper horse races everyone...........11.(already study) the form of the horses in advance, and there are clear favourites. But nobody......12.(hear) anything about these sheeps! Most people......13.(find) it difficult to tell one from another in any case" I ......14(stay) to watch the races, and I must admit that I........15(find) it quite exciting. In a typical race, half a dozen sheep.......16(race) downhill over a course of half a mile. Food........17(wait) for them at the other end of the track. I ought to add! The sheep.......18(run) surprisingly fast, although presumably they ........19(not eat) for a while just to give them some motivation. At any rate, the crowd around me......20 (obviously enjoy) their day out at the races, judging by their happy faces and the sense of excitement.



## II. Decide whether each underlined phrase is correct grammatically and rewrite if necessary.

1. Will you be seeing Rob Jones tomorrow? I wonder if you could give him a message from Sally Gordon?
2. I had a great time in the Greek islands. We would own a small boat and go finshing everyday.
3. Julie, hi! I've been hoping I'd see you. I've got some good news!
4. We had a terrible time looking after your dog. It was constantly chasing the cats next door.
5. We had a lovely time in Madrid, every day we were exploring the city, and in the evening we were going to exciting bars.
6. The steam engine is usually thought of as a relatively modern invention, but the Greeks had built a kind of steam engine in ancient times.
7. I felt rather worried. It was growing darker and colder, and there was still no sign of the rescue helicopter.
8. The radiator in my room has burst and there is water all over the floor! You're the manager, what will you do about it?

## III. Complete each sentence with an appropriate word or phrase.

1. Penny...........to going on holiday, but she ended up very disappointed.
2. I hope that by the end of the month I...........all the decorating.
3. We can't go skiing because it...............enough yet.
4. Do..........going to the cricket match tomorrow?
5. Peter couldn't understand what...........because too many people were talking.
6. I'm so glad that you've got here at last. I...............all day.
7. Sorry I ...........the plug because I haven't found the time.
8. I................at the time because I felt that you were right.

**IV. Choose the correct tense by circling the most suitable option.**

1. He........writing for magazines for years before he ..........by Hollywood.

A. had been writing/ was being discovered    B. wrote/ was discovered

C. has been writing/ was discovered    D. writes/ is discovered

2. I ............ the short story just as Karen .... in from work

A. finished/ came    B. finish/ comes

C. had finished/ came    D. finished/ had come

3. We still........to decide on a title for our short story while the other group ............ their plot.

A. were trying/ had finished    B. were trying/ was finishing

C. tried/ finished    D. were trying/ finished

4. If Penny........a place at Oxford University, she........philosophy and politics.

A. gets/ is going to study    B. will get/ is going to study

C. gets/ studies    D. is getting/ will study

5. When we.........in London, we..........the first day doing a sightseeing tour.

A. were/ would spend    B. are/ are going to spend

C. are/ will spend    D. have been/ have spent

6. How long has the property.........to your family?

A. belonged    B. belonging    C. belongs    D. been belonging

7. It's no use phoning Bob at the office. He...........

A. will be leaving    B. is leaving    C. has left    D. will have left

8. Nobody ........ to tell me that the school .......to have that day off.

A. bothers/ decides    B. bothered/ decided

C. bothered/ had decided    D. bothers/ will decide

9. When you ........ the town hall clock, you..........what time it......?

A.was passing/ did..notice/ was    B. passed/ did..notice/ was

C. have passed/ have..noticed/ was    D. was passing/ had..noticed/ was

10. I ..........that someone...........my wallet when I.....their hand in my pocket.

A. realised/ had stolen/ felt    B. realised/ was stealing/ felt

C. realised/ was stealing/ was feeling    D. realised/ stole/ felt



# UNIT 3: SCHOOL EDUCATION

## PHONOLOGY

**I. Write down the stress pattern <u>0o or o0</u> for each of the word in bold in th sentences below.**

1. If you **suspect**....... a gas leak do not strike a match.
2. He's the prime **suspect**..........in the murder case.
3. I shall **subject**..... it to criticism since this is a **subject**...... of contentio these days.
4. We will gain a **contract**......for the supply of coal once we manage t **contract**...... an alliance with our neighbouring state.
5. With the **object** ........of attracting customers, the new CEO strongly **objects** ...... to the staggering **increase**...... in luxury goods recently.

**II. Circle the word with the main stress pattern placed differently from that of the other two-syllabled words.**

1. A. classroom    B. system    C. fast-paced    D. surprise
2. A. mobile    B. repeat    C. amount    D. suppose
3. A. reward    B. serious    C. combine    D. demand
4. A. minor    B. rapid    C. tension    D. accept
5. A. conflict    B. lifestyle    C. image    D. result

## VOCABULARY

**I. Complete the following excerpt from an article with appropriate word. The two initial letters are given as suggestion.**

**DON'T CRITICISE EXAMS- They are a lesson in life**

George Marsh, head of posh Dulwich College Preparatory School in London, probably thought he was doing kids and their parents a favour with his rousing speech at the annual prep school (1) co........ this week.

He spoke of the (2)pr........ facing young people, who need to be (3)nu........ during difficult pre-teen and teenage years. Above all, he said we had reached a stage where the obssession with (4)pa........ exams was 'killing the fun' of school. In our child-obssessed society, the worst sin of all is to stop a child having 'fun'. It is right up there with smacking in the new millenium book of bad (5)pa......... Children must be endlessly (6)in........, treated with kid gloves, escorted to amusement parks, given computer games and showered with pocket money.

But whoever said school was meant to be fun? Yes, school is the place where children develops and a rounded (7)cu........ is vital. Our children should play sport, do drama, join choirs, hang out at play times. The rest of the time, however, they are there to learn to achieve some basic (8)qu........ that will, whether they learn to accept it or not, cushion them when life gets really hard. Yet, in the current climate, saying that exams matter is tantamount to saying that our children should spend their teenage years at an Army boot camp.

Mr Marsh is right when he says that we should (9)sh....... our children from the pressure of going up too soon. But if he really wanted to us all a favour in his speech, he should have told parents to get real. School can be (10)to....... and exams always are but then so is life – and it's best that children learn that particular lesson as early as possible.

**II. Fill each gap with a word related to the word in capital.**

| | |
|---|---|
| An (1)........of the school carried out in 1996 was disrupted by | ***INSPECT*** |
| pupil (2)......... In their subsequent report the inspectors said | ***VIOLENT*** |
| poor teaching and weak (3)........by the then head teacher had | ***LEAD*** |
| contributed to the poor behaviour. In 1997, 'the (4)........and | ***OUTRAGE*** |
| (5)........behaviour of a few pupils" was said to create a hostile | ***CONTROL*** |
| atmosphere. A(6)........ report blamed the local authority for | ***LATE*** |
| failing to support its school(7)........ and highlighted political | ***PROPER*** |
| interference by local(8)........ . After that, the head of a | ***COUNCIL*** |
| (9)........school in the same local authority was brought in to turn | ***SUCCESS*** |
| around the failing school. No (10)........teaching was observed | ***SATISFY*** |
| by the most recent team of inspectors who were(11)........ | ***REMARK*** |
| impressed by the rapid turnaround the school has undergone. | |



**III. From the following list choose the suitable adverb to complete each sentence.**

| | | | | |
|---|---|---|---|---|
| *allegedly* | *undoubtedly* | *wholeheartedly* | *ridiculously* | *unconditionally* |
| *blissfully* | *highly* | *passionately* | *unreservedly* | *sorely* |
| *incredibly* | *virtually* | *entirely* | *bitterly* | *fully* |

1. The fog was so thick that it was........impossible to see your hand in front of your face.
2. They built up a team of ...........motivated sales people.
3. Education reform is.........the perennial issue facing our country.
4. He........denied that he was only in it for the money. I was surprised at his stubborness.
5. Make sure you're ........ insured before you go.
6. He apologised........... for the trouble he had caused.
7. It's........my fault. I take full responsibility.
8. The general said that they had to surrender.........- there was nothing to negotiate.
9. I'm .......tempted to have another of those cakes!
10. To think he's ninety. He's........fit for his age.
11. He was........thought to be the mastermind of the conspiracy.
12. She is........supportive of the plan.
13. He was...........unaware that he was in danger.
14. The exam results were...........disappointing for the whole class. We had all expected to do much better.
15. Everyone got more than 95% correct in the test; it was..........high.

## GRAMMAR

**I. Put each verb in brackets into an appropriate tense.**

1. Now we are lost. If you.......(write down) Mary's directions, this....... (not happen).
2. Why don't we emigrate? If we .......(live) in Australia, at least the weather........(be) better.

3. I'm afraid that Smith is a hardened criminal. If we........(not punish) him this time, he only .........(commit) more crimes.

4. Thanks to Dr. Jones, I'm still alive! If it .........(not be) for her, I........(be) dead for certain!

5. I am sorry I can't lend you any money. You know that if I..........(have) it, I..........(lend) it to you.

6. Don't be afraid. If you..........(touch) the dog, it.............(not bite).

7. In those days, if you ............(have) a job, you ......(be) lucky.

8. It's always the same! If I........(decide) to leave the office early, my boss.......(call) me after I left!

9. What a terrible thing to happen! Just think, if we........(not miss) the plane, we..........(kill) in the crash.

10. Did you enjoy your meal? If you ...........(finish) eating, I........(clear) away the plates.

**II. Match the sentence(1-9) to the statements (a-i) about the form and use of the passive.**

***1. A man has been arrested.***

***2. The lecture will be given by Dr.Tomlinson.***

***3. Delegates will arrive at the centre at 6pm.***

***4. The lecture room ought to be air-conditioned.***

***5. The lecturer should have been given more time.***

***6.He enjoys being recognized in the street.***

***7. She was awarded an OBE for her services to the community.***

***8. It is considered impolite to jump a queue.***

***9. Several people are said to have been injured.***

a. Passive constructions can be made with ***it+passive+clause.***

b. Intransitive verbs cannot usually be made passive.

c. When a verb has two objects, it is more usual to make the 'person object' the subject of the passive verb than the 'thing object'.

d. This is the example of the passive –ing form.

e. We use the passive when the action is more important than the agent or the agent is unkown.

f. We can use the construction ***subject + passive + to + infinitive.***

g.This is an example of the passive of past modal.

h. We use *by + agent* when this provides useful information.

i. Modals can be followed by the infinitive passive.

**III. Rewrite each sentence with the following requirement so that the meaning stays the same.**

**A. Beginning as shown**

1. What would you do if there was an earthquake?

Supposing.........................................................................

2. The fire was brought under control thanks to the night watchman.

If it hadn't.........................................................................

3. In order to make a profit the new leisure centre needs at least 2000 visitors.

No fewer.........................................................................

4. There is a rumour that the escaped prisoner is living in Spain.

The escaped prisoner.........................................................................

5. The deadline for the receipt of completed application form is on Friday.

Completed application form must.........................................................

**B. Using the words in capitals**

6. Danny was asked to leave the school for bad behaviour. FROM

.........................................................................

7. Christmas and roast turkey go together in my mind. WITH

.........................................................................

8. Peter always trusts me with his secret. IN

.........................................................................

9. Inventors don't like people copying their ideas. OBJECT

.........................................................................

10. They made her hand over her notebooks. WAS

.........................................................................

## IV. Choose the most suitable word or phrase.

1. I would never have......Jim of being the culprit.
   A. accused B. convicted C. suspected D. reminded
2. How did Sheila........to the news of her award?
   A. react B. answer C. confess D. appeal
3. Someone has been.......with the lock of the cash box.
   A. cluttering B. dealing C. tampering D. matching
4. Don't worry about the lunch, I'll.......... to it.
   A. succeed B. apply C. devote D. see
5. More than two hundreds police officers are........in the investigation.
   A. absorbed B. engrossed C. specialised D. involved
6. The trouble with Jean is that she is.....with sport!
   A. obsessed B. packed C. matched D. dealt
7. Tony's parents decided that he couldn't be.........with money.
   A. acquainted B. complied C. trusted D. met
8. Our thoughts.........on our four missing colleagues.
   A. based B. centred C. imposed D. depended

## REVIEW 1

**I. Complete the list by choosing two words from the given options with the underlined parts pronounced the same with those of the rest.**

1. worries, newspapers, actions,.................
   A. problems, families B. conflicts, parents C. students, demands
2. images, differences, stages,....................
   A. stresses, uncertainties B. educators, misbehaviours C. messages, pages
3. caused, implied, stressed,........................
   A. affected, worsened B. originated, advised C. surprised, supposed
4. reported, created, accepted,......................
   A. influenced, concerned B. shocked, allowed C. associated, regarded



5. embarrased, taxed, maintained,..................
   A. associated, avoided B. lowered, prolonged C. considered, interpreted

**II. Circle the word with the main stress pattern placed differently from that of the others.**

6.A.nightly B. common C. precise D. laundry
7.A. bewilder B. refer C. admit D. respond
8.A. conduct B. percent C. constant D. concern
9.A. contribute B. credit C. household D. imagine
10.A. address B. formal C. instant D. background

**III. Complete the following text with correct word or phrase.**

| | | | |
|---|---|---|---|
| *elite* | *divisive* | *potential* | *gifted* |
| *classless* | *spontaneity* | *inferiority complex* | *cram* |
| *conventional* | *labelled* | *priviledged* | *streaming* |

It is interesting that in some countries which are socialist and therefore supposedly (11)..........the educational system is based on (12)..........which means that children are educated according to their ability with the more (13)..........children separated from the others. Supporters of the system say that more intelligent children will be helped to achieve their full (14)..........in this way and that these children will be held back if they have to share lessons with less clever students. Opponents of this system on the other hand, maintain that it creates an educated(15)........., a special class of (16)..........people who are encouraged to think of themselves as superior to the others. Similarly the others may, as the result of being (17)..........second-rate, develop some kind of(18).......... . In a word, such a system is (19)..........since it creates a division between people. Another important question in education is the amount of freedom and choice children should be given at school. The conservative view is that a (20)..........system of strict rules and fixed timetables is best. However, critics of this attitude say it causes regimentation, as in the army, and discourages children's natural imagination and(21).......... We must ask ourselves what the purpose of education is: to (22)..........children's head with facts or to encourage them to develop their natural abilities in their own way?

## IV. Choose the word or phrase which best complete each sentence.

23. Being quick on the .........the students made rapid progress.

A. intake B. take-off C. uptake D. takeover

24. At this time of the year the number of students tend to ............

A. dwindle B. deteriorate C. reduce D. lessen

25. Before the end of the course you will be given a........exam to prepare you for the real thing.

A. fake B. mock C. false D. trial

26. How are you....... your studies? Do you feel that you're making headway?

A. getting down to B. getting ahead of

C. getting on with D. getting up to

27. Do university students receive a(n)...........from the state in your country?

A. allowance B. grant C. pension D. income

28. Unless you pull your socks up, you've got no ......of passing the exam

A. chance B. possibility C. likelihood D. probability

29. The candidate....nervously up and down waiting to be called for the interview.

A. marched B. paced C. strutted D. plodded

30. Participating in sport raises students' self-esteem and .......academic outcomes.

A. increases B. boosts C. accelerate D. escalate

31. The student had no money left and took out a loan to.........him over until the end of term.

A. last B. tend C. keep D. tide

32. Some people who are very successful academically don't have any......sense.

A. natural B. bright C. sharp D. common

33. Rachel painted a gloomy........ of life as a student.

A. image B. picture C. drawing D. illustration



34. The interviewer told Alison that she would earn $30,000 a year, ........she to be offered the job.

A. were B. should C. lest D. would

35. You've lived in the city for most of your life, so......you're used to the noise.

A. apparently B. presumably C. allegedly D. predictably

36. The new school timetable will.......rearranging the meal breaks.

A. incur B. need C. oblige D. mean

37. Sally has an .........command of the Chinese language.

A. extreme B. utter C. outstanding D. intensive

## V. Complete the word in each sentence by adding a suitable prefix.

38. I didn't pay the bill and now the electricity has been........connected.

39. There is a law against dropping litter, but it is rarely......forced.

40. When the cassette finished, don't forget to.......wind it.

41. I thought the effects in the film were rather......done.

42. The rumour about the minister's dealth were completely....founded.

43. Anyone with a.........ability may qualify for a special pension.

44. I am......debted to you for all the help you have given me.

45. When a currency is....valued, it is worthless internationally.

46. I found the instruction you gave us very ......leading.

47. John rents the house and I ......let a room from him.

## VI. Underline and correct 10 word form errors in the passage below.

### HOW MUCH FREEDOM SHOULD CHILDREN HAVE?

It is often said that we live in a permission age, one in which people are allowed to do almost anything they like. Is this good for children? They are going through their adolescent which is a very formation stage of their development since their final adult characters are beginning to take shape. Some parents think it is good for children to be allowed to run wildly , without control or supervision. They say that this enables children's

personalities to develop naturally and they will learn to be imresponsible by the mistakes they make. However, this might lead to juvenile delinquency with the children ending up in the courts, or it might simply make children self-centred, without any consideration for others. Other parents believe in being strict, but taken to extremes this can produce a too authoritarian atmosphere in the home, with the children being dominated and ruled by their parents. Parents can also be very possessed and try to keep their children dependent on them. These last two attitudes can encourage rebels (against parents, school, authority) in a child, or, conversely, suppression a child's natural sense of adventure and curiosity. A strict bringup by over-caring parents can make a child so timid and that he or she is unable to express freely his or her emotions and form mature relationships. To bring up children to be normal, well-adjusted human beings requires great wiseness, and perhaps a bit of luck.

| | | | | |
|---|---|---|---|---|
| 48. | 49. | 50. | 51. | 52. |
| 53. | 54. | 55. | 56. | 57. |

**VII. Put one VERB OR PREPOSITION to complete the following sentences.**

58. We..........in finding Ann's house at the second attempt.
59. This year's conference coincide.......two other major conventions.
60. When I asked Jean, she hinted......the chance of a promotion for me.
61. He confessed when he was.......with the evidence.
62. You need to ...........yourself more to work.
63. I was.........from doing my work by the music
64. Have you ........for the wind in your calculations?
65. Could you please refrain........smoking in the lecture hall.
66. The problem stems........the government's lack of action.
67. However poor I was I would not..........to stealing.

**VIII. Put each verb in bracket into an appropriate tense and form.**

68. Whatever ............(happen), I ...............(meet) you here in a week's time.
69. I........(find) it difficult to convince the ticket inspector that I........(lose) my ticket.



70. I.........(consider) buying a house, but now I...........(change) my mind.
71. The short story ...........(make) into TV drama last year. When I first....... (read) it, the first page..........(seem) very boring, so I .....(not read) it.
72. In ten year's time perhaps people ............(set foot) on Mars.
73. My flight..........(leave) at 10.20 tomorrow morning.
74. Kate ...... (buy) a new computer because she .....(accept) on a writing course.
75. Sally, I.........(not expect) you here. What you.......(do) in New York?
76. The last time I .........(go) sailing with friends the boat......(sink) in a gale. Luckily I.......(not invite) again since then.
77. A large sum........(raise) for the Fund by a recent charity concert but the target of $250000..........(still not reach).

**IX. Rewrite the sentence so that it begins as suggested.**

78. I shouldn't think Paul knows the answer.
    I doubt.............................................................................................
79. The new plans for the school have been approved by the authorities.
    The new plans for the school have ......................................approval
80. Recent studies have revealed three important areas in the study of evolutionary factors of language.
    Three important.............................................................................
81. "Those of you who work in reception must be businesslike at all times."
    She insisted that.............................................................................
82. Philip's inability to make decision dates from his accident.
    Ever...................................................................................
83. It was to be another twenty-five years before Micheal returned to his home town.
    Not until...........................................................................
84. For further information, please send a SAE to the above address.
    Further information can......................................................................

**X. Identify and correct one error in four possible underlined options**

85. Melissa is very like (A) to get (B) a good job as (C) she is fluent in (D) three languages.

86. Since the book is highly (A) seeking (B) after, it is recommended to reserve (C) it well in advance (D)

87. read (A) many other stories by (B) this author before (C) I read (D) The dream.

88. By (A) the time you finished (B) getting (C) ready, we'll have missed (D) the train.

89. Nothing has been (A) seen of (B) Pauline since her car has been (C) found abandoned (D) near Newbury last week.

90. No decision is made (A) about any future appointment until (B) all candidates will be (C) Interviewed. (D)

# UNIT 4: FUTURE JOB

## PHONOLOGY

**I. Tick the correct stress pattern of the words below.**

| | A. 0oo | B. o0o | C. oo0 |
|---|---|---|---|
| 1. vocation | | | |
| 2. educate | | | |
| 3. procedure | | | |
| 4. applicant | | | |
| 5. engineer | | | |



**II. Circle the word with the main stress pattern placed differently from that of the others**

1. A. pharmacy B. graduate C. applicant D. notify
2. A. diploma B. successful C. deposit D. document
3. A. admission B. mechanic C. architect D. interview
4. A. personal B. appearance C. demeanour D. essential
5. A. institution B. education C. technology D. punctuality

## VOCABULARY

**I. Name the occupation basing upon the job description someone is making. The initial letter is given as suggestion.**

*1. p....................*

Of course my prime concern is the needs of my parishioners, but I'm also worried about the building itself. The pews at the front needs replacing, the pulpit's got a crack in it and the bell-ringers tell me the belfry needs attention. We're largely depended on the collections and our congregation is rather small.

*2. c............u........*

I flashed my torch at where they were supposed to go, but they went further down the aisle and along the wrong row. Luckily it was only during the credits or trailer or something. It's usually very routine job, but last week the projectionist fell asleep just before he was supposed to change reels.

*3. n....................*

Two discharges today but five admissions and Mrs Crowther's got to go to the theater this afternoon. Since it was Tuesday the specialist will be doing his round at half-past. Next week I'm on night shift. Excuse me, I must go and change some dressings

*4. f....................*

We're fully dressed in our helmets and protective clothing by the time we arrive. Then we start unrolling the hoses and getting the ladder ready in case

they're needed. The worst things are hoax alarms. You can never be sure till you get there whether a call is genuine or not.

*5. n.........r...........*

When I'm covering a story, I always have to remember my deadline, which is 7pm to catch the following day's edition. It's a hectic job but I enjoy it and I always dream of getting scoop or ending ip as editor one day. Who knows?

**II. Match the first half of the sentence a to j with the second one 1 to 10**

a. Workers in the mining industry have decided to come out in.............

b. Union representatives pointed............

c. The employers claim that working............

d. Mr Johnson added that the decision............

e. It is claimed that government privatisation plans mean that at least............

f. The two sides have now reached............

g. The minister said that the dispute............

h. The meeting agreed that a vote............

i. Nobody is yet certain whether or not............

j. The arbitration service recommended that............

1. .........the go on strike had not been taken lightly.
2. .........a thousand worker will become redundant.
3. .........shift worker should receive an increase of 6%.
4. .........out that industrial action was inevitable unless the management agreed.
5. .........the train drivers' go slow will disrupt commuter services.
6. .........agreement that there would be no more stoppages.
7. .........was not between the unions and the government.
8. .........sympathy with the train drivers from tomorrow.
9. .........should be taken on whether to stop picketing the factory.
10. .........conditions have improved over the last two years.



**III. Choose either 'make' or 'do' and one word in the box to complete the sentences. There are more words than needed.**

| | | | | | |
|---|---|---|---|---|---|
| harm | a hundred | provision | a favour | point | way |
| enquiries | a difference | credit benefit | ends | fortune | |

1. Although the police..............about the missing car, it was never found.
2. He won't .......any........The dog is quite safe.
3. He saved the child, which ........him ........ It showed how brave he was.
4. He was..................He needs one of those.
5. You may not care one way or the other, but it ............to me.
6. Jack ......ample........for his family in his will.
7. What........are you trying to........., exactly?
8. Just leave the tough job there, he will.......you..........
9. On her salary she had difficulty ............meet.
10. They ........ their............to the stadium on foot.

**IV. Complete the sentences with 'work, job' or 'career'.**

1. Kika started out in a dead-end.........in a jam factory but she ended up with a glittering.......on the stage, a......spanning five decades. She is quoted as saying "stage acting may not be a particularly lucrative........ but it has to be one of the most rewarding......in the world".
2. She had a long and brilliant........in show business. At 20, she got her first steady........in a small regional theater, but it was in 1968 that her.......really took off she was offered a part in a TV series.
3. I have a very demanding.........., but I enjoy it, nonetheless.
4. I took on too much.......last month and couldn't finish it all.
5. At the moment we are carrying out.........on the design of the new stadium.
6. At the peak of her...........she was managing a sales force of 200 people.

## GRAMMAR

**I. Complete each sentence with a suitable word or phrase.**

1. I wasn't sure who.............the letter to, so I put 'the Manager'.
2. Most of the guests turned up two hours early, which..............by surprise.
3. Whoever...........to last was probably the person who murdered him.
4. The book I............his birthday is one I enjoyed very much myself.
5. This cake was.........left on the plate, so I am eating it.
6. There is a chance that I may be late, in .........phone you.
7. Everyone admires her. She is just the kind of person......up to.
8. No one knows who she is. She is the only member of the gang.......... remained a secret.
9. After ten years with the firm, Brown was the only salesman...............
10. This is the exact spot..............an accident two years ago.

**II. Rewrite each sentence so that it contains the word(s) in capitals without changing its original meaning.**

1. I can't remember the last heavy rain. WHEN IT

...............................................................................

2. The police have no idea as to the whereabouts of the jewels. WHERE

...............................................................................

3. When she took up her new post, Prof. Grant gave a party. ON

...............................................................................

4. The person who told you you were clever was kidding you. WHOEVER

...............................................................................

5. I waited for him until 6.30 and then gave up. AT

...............................................................................

6. Not a single house in the street had escaped undamaged. WHICH

...............................................................................

7. He rushed out of the room, shouting at the top of his voice. This was typical. WHICH

...............................................................................



8. The whole summer was sunny and warm, for a change. WHICH

...............................................................................

9. Then I realized that I had left my wallet at home. WHEN

...............................................................................

10. If someone understand this book, they are cleverer than I am. ANYONE

...............................................................................

**III. Identify and correct one error in the four possible underlined options.**

1. Everything what she had told us turned out to be true.
   A B C D
2. He was arrested for speeding , that unfortunately was reported in newspaper.
   A B C D
3. There is very little who escapes the senior partner's eagle eye.
   A B C D
4. He'll be playing with the same racquet, with that he always plays.
   A B C D
5. Next Tuesday I'll have to visit the dentist again , what I detest.
   A B C D
6. The talk was attended by over 200 delegates of whom most took notes.
   A B C D
7. I'm afraid I haven't sent exactly which he asked for.
   A B C D
8. You'd better tell me the reason for that he didn't turn up.
   A B C D
9. I know a little taverna at where you can get a wonderful meal.
   A B C D
10. Growling in the corner were two big dogs of which both looked extremely dangerous.
   A B C D

# UNIT 5: YOUTH

## PHONOLOGY

**I. Read the following passage and classify all three- syllabled words in each sentence according to their stress pattern.**

Team activities designed by youth volunteers involve promoting personal, social, and intellectual growth of participants. Teams can conduct a wide variety of services to uncover youth interest and apply them in creative ways. A pre-survey to determine existing assets will be administered and reviewed at subsequent time to determine growth. Leadership and teamwork intensive training will provide the basis to enable youth to work individually or as a team to develop and implement projects.

| Ooo | oOo | ooO |
|---|---|---|
| | | |

**II. Circle the word with the main stress pattern placed differently from that of the others.**

1. A. numerous B. original C. completion D. addition
2. A. charity B. dynamics C. favourite D. responsible
3. A. community B. organization C. activities D. involvement
4. A. impression B. establish C. enormous D. typical
5. A. centralized B. unemployed C. business D. mechanized

## VOCABULARY

**I. Fill the gaps in the report with a suitable word.**

### THE PSYCHOLOGY OF SUCCESS

The need to be challenged. The need to be valued. A desire (1)....... financial independence. These are all powerful motivating factors for young people, an increasing number of (2)....... are setting up their own businesses and (3)....... a success of it. But (4)....... drives young entrepreneurs? The industrial society has researched the views of 10,000 young people, aged 12 to 25, on attitudes on (5)....... from work to the family. Its study published under the Society's 2020 vision campaign, found a number of factors. The first is the legacy of the bouyant 1980s where people (6)....... encouraged to take risks. The youngest people in our survey will have only caught the tail end of Thatcher's Britain but will have grown up watching (7)....... elders strike out on their(8)........ A second factor is the change in the nature of work – the decline (9)....... long-term employment prospects and the rise in contract and freelance work. No more jobs for life. Many people have realised that the few real advantages of employment – occupational pensions, sick pay, company cars – are (10)....... eroded. They have seen people around them struggle to adjust (11)....... their lives in line with their changing work circumstances. And they have felt the pain it causes.



**II. Complete the text below with the suitable compound adjectives: Adj – N The two initial letters are given as suggestion.**

### WORK EXPERIENCE PROGRAMME

Ten students took part in this year's work experience programme. We are all employed in the main branch of a (1)fi.......-ra......supermarket and had the opportunity to experience different types of (2)bl..........co........jobs: during our four weeks there we spent a week each as (3)fu.......-ti....checkout cashier, shelf stacker, office junior and kitchen hand. We all found the programme useful since it has served the (4)lo.......-.te........purpose of providing the young a genuine look about what life is like behind the scenes in such a large supermarket. We all felt that we had gained much more respect for people who do the traditionally thought (5) 'lo......-le......' tasks required in such an organisation and feel confident that we will never get impatient with a slow checkout cashier. This is not a (6) hi........-pr......job but it requires (7)se.......-dis...... quality. We believe that this experience has (8)fa......-.re.......effect in that it served to highlight the importance of being able to deal effectively with the general public and people of ages and backgrounds. We feel much more prepared for life in the real world.

However, at times we felt we were being exploited as (9)se........-cl....... labour by the supermarket. We work at least as hard as the regular staff but only received about a quarter of their wages. Nor we were allowed any of their

discounts on purchasing (10)hi.........-ti.......products. We would recommend this program but should be expanded to include a wider variety of job opportunities in a range of different organisations.

**III. Put these words under the correct heading according to the prefix and suffix they take. Some words can go under more than one heading.**

***–PREFIX-***

appear iron believable lead logical prison mature
accessible polite resistible regular continue sensitive
material smoker literate trust timely expected conclusive

| dis- | Il- | Im- | In- | Ir- | Non- | Mis- | Un- |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

***–SUFFIX-***

photocopy count judge time emerge emancipate rude
employ dramatise frequent argue calm recommend
speech deceit care point respect tend rely

| -able | -ation | -ency | -ful | -ly | -less | -ment | -ness |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

## GRAMMAR

**I. Complete each sentence with one suitable preposition.**

1. Tim was exempted.........from military service because of his bad heart.
2. The Prime Minister refused to elaborate.........what he had said earlier.
3. That creep! He is always trying to ingratiate himself............the boss!
4. I'm afraid that the parking regualtions apply.........everyone, sir.



5. I would like to protest.........your treatment of the staff.
6. The company is committed..........raising salaries and improving conditions.
7. We really marvelled.........Helen's conjuring tricks.
8. The lights are designed to deter burglars.......approaching the house.

**II. Circle the most suitable word underlined. A dash (-) means no article.**

1. Brenda is <u>the/-</u> ideal for the a/the job. She has <u>a/-</u> wealth of <u>the/-</u> experience.
2. <u>The/-</u> safety at <u>the/-</u> work is <u>the/a</u> major concern for us.
3. <u>The/-</u> poorest people in <u>the/ -</u> country live in this city.
4. Diana has <u>a/-</u> degree in <u>the/-</u> engineering from <u>the/ -</u> University of London.
5. At <u>the/-</u> present moment, <u>the/ -</u> man seems to have <u>the/an</u> uncertain future.
6. Jim became <u>a/-</u> furniture salesman after leaving <u>the/-</u> school.
7. <u>The/-</u> problem for <u>the/-</u> today's students is how to survive financially.
8. This country is officially called <u>The/-</u> United Kingdom of <u>The/-</u> Great Britain and <u>The/-</u> Northern Ireland.

**III. Rewrite the sentence so that it contains the word in capital.**

1. One of our philosophers is supposed to have said this. ATTRIBUTED
...........................................................................................
2. You haven't explained exactly how the money disappeared. ACCOUNTED
...........................................................................................
3. He didn't mention our previous conversation at all. REFERENCE
...........................................................................................
4. The police pointed out the speed limit sign to us. DREW
...........................................................................................
5. They are faced with the choice of two alternatives. HORNS
...........................................................................................
6. Building societies will have to guard against their rivals. LAURELS
...........................................................................................

7. The tourists were most impresed with the castle. IMPACT

............................................................................

8. The staff have always esteemed the headmaster very highly. ESTEEM

............................................................................

9. Getting upset over Micheal's departure is pointless. TEARS

............................................................................

10. When he has to face a crisis, Tom panicks. FACED

............................................................................

**IV. Complete the following graph description with a suitable preposition.**

The graph shows the increase (1).....population (2).....three countries Argentina, Australia and Pakistan between 1960 and 2008. In 1960, Australia had the lowest population (3).....the three countries, (4).....around 10 million. This compared (5).....about 20 million in Argentina and approximately 50 million in Pakistan.

By 1980, Argentina's population had risen to just (6).....15 million. Although this appears (7).....the graph to be a gentle increase, it is in fact an increase (8)..... approximately 50%. Argentina's population also rose by nearly 50% between 1960 and 1980, (9)..... 20 million to just under 30 million. However, the greatest real increase was in Pakistan, where the population in 1980 had increased (10)..... approximately 35 million to 85 million.

The years 1980 to 2000 saw the population of Argentina and Australia increase (11)..... approximately the same amount that they had increased by (12).....the twenty years before. In 2000, Australia's population – (13)..... roughly 20 million- was double what it had been in 1960.

Although Pakistan's increase (14)..... population between 1960 and 1980 was large, its increae in the following twenty years was even sharper, rising (15)..... about 85 million in 1980 to more than 145 million in 2000.



# UNIT 6: FUTURE LIFE

## PHONOLOGY

**I. Tick the correct stress pattern of the four-syllabled words below.**

| | o0oo | oo0o | ooOo |
|---|---|---|---|
| 1. environment | | | |
| 2. occupation | | | |
| 3. cholesterol | | | |
| 4. disadvantage | | | |
| 5. community | | | |

**II. Circle the word with the main stress pattern placed differently from that of the others.**

1. A. cohabit B. embryo C. energy D. separate
2. A. complexion B. registry C. ecology D. hospital
3. A. atmosphere B. participant C. deforestation D. cooperative
4. A. speculation B. inconceivable C. comprehensive D. minority
5. A.resolution B. eradication C. contradiction D. similarity

## VOCABULARY

**I. Complete the text with the word which best fits each space.**

### SHOPPING IN THE FUTURE

A supermarket called "Out of this World" opened its first two stores in 1995.The idea behind them was that they should (1).......run as a cooperative, with customers and owners deciding what sort (2).......shop they want. (3).......this way they can consider environmental issues and refuse to buy goods (4).......are not environment-friendly. This is what all shopping will be (5).......in the future, but at present it is only possible if you live close(6).......

the stores. Another idea is the supermarket delivery service. For a small charge you will be (7).......to have your goods delivered to your door. All customers will telephone in their orders (8).......that they can be prepared for delivery the next day. This may seem like a return to a shopping style of thirty years(9)......., when even the small local stores had (10).......own delivery vans, but it still means that there will be fewer cars (11).......the roads and less traffic congestion (12).......there is at the moment. Another scheme is the shopping village, (13).......many of the goods on sale are produced locally and where friendliness and helpfulness are part of (14).......service. Child care facilities and learning centres will available everywhere to make shopping a (15).......enjoyable experience than it is at the moment.

## II. Identify one error in each line and correct if necessary.

### HAPPY BIRTHDAY ALIENS!

1. We humans must be careful, because of the aliens are coming. .....
2. Already, strange being walk out streets, their heads full of little .....
3. green men. These are ufologists and it's their year. The one first .....
4. report of a 'flying saucer' was for forty years ago next month and .....
5. thousands of UFO enthusiasts they are going to celebrate. As .....
6. well as new books and films, a series of the special conferences .....
7. will be taking place there. At one event in London, people will be .....
8. able to hear talks on such subjects as abduction by aliens. In .....
9. America an estimated 150,000 people who are intending to visit .....
10. Roswell, the site of one of the most biggest mysteries in the UFO .....
11. world. In 1947, it was claimed that the US military did found .....
12. parts of an alien spacecraft here, complete with the bodies of .....
13. extra-terrestrials. However, and some UFO watchers now view .....
14. this event as a deliberate misinformation, set up to hide the truth .....
15. about a top secret military project. 95% of UFO sightings turn out .....
16. to be cases of mistaken identity – though that still leaves more 5% .....
17. which cannot be explained, so why not to let the ufologists party on. .....



## III. Rewrite each of the sentences below, forming a compound adjective from words in italics and make any changes necessary.

1. Her hat *caught everyone's eye* because it is an intricately decorated craft *made by hand.*

   She wore an........................ and......................intricately decorated hat.

2. My sister is very *conscious of dress* and always *satisfied with herself*

   My sister is...................... and............................

3. The experiment was done with balloons *filled with gas*. The balloons were painted *red* like the colour of *bricks*.

   The experiment was..........................................................................

4. We'll have a guide who *speaks French*. He is working for a firm with the *base in New York.*

   We'll have..........................................................................

5. The tower has a *shape like a mushroom*. This is actually a building of *200 storeys.*

   The tower which..........................................................................

## IV. Complete the sentences below with appropriate compound adjectives formed from parts of the body.

| | | | |
|---|---|---|---|
| *left-handed* | *double-breasted* | *narrow-waisted* | *cold- blooded* |
| *big-headed* | *pot-bellied* | *read-face* | *round-shouldered* |
| *sour-faced* | *cross-eyed* | *knock-kneed* | *slim-hipped* |
| *light-fingered* | *strong-willed* | *bow-legged* | *empty-handed* |
| *dark-skinned* | *fair-haired* | *broad-minded* | *right-footed* |

1. My boss is terribly.........., walking around as if he was holding his salary cheque between his knees. His wife's quite the opposite:...........as if she just got off a horse.
2. I used to wear......suits until I decided that one button was far more suitable for........ people such as myself.
3. My sister is so.........and.........she reminds me of one of those long thin wine bottle.
4. He's Scandinavian, so he's......and........, and looks far better in jeans than I do.

5. It looks as if United were going to return home ......until Bradfield scored with an incredibly powerful ......shot from outside the penalty area.
6. Off we go on holiday with vision of returning...... and beautiful, forgeting that we always come back...... and with peeling backs.
7. Hoskin, if you go on staring at that magazine any longer, you'll go....... Now either be......, dear boy, and put it away or give it to me until the end of the lesson.
8. My boss is so...... always looking as if he knew tomorrow was going to be the end of the world. And his wife is so....... I have to keep a careful eye on my things when they come round to the house, or they just disappear.
9. Most...... tennis players seem to win more easily agaisnt right-handers. Talking of tennis players, aren't those professionals a ......bunch, shouting all the time how great they are?
10. A lot of liberal, ......people find it difficult to accept that there is such a thing as ......murder.

## GRAMMAR

### I. Correct any errors in these sentences if necessary.

1. I always forget something when I go to the supermarket, despite of making a list.
2. Even department stores claim to sell most things, I prefer using specialist shops whenever possible.
3. Sainsbury's has gone into in-sore banking, whereas Iceland, the frozen food store, is develping its home delivery service.
4. In spite of they want increased sales, some shops refuse to open on Sunday.
5. I'm usually happy with the clothes I bring home, even they have been bought on impulse.
6. The supermarket chain Tesco has found that more men are buying babycare products, although they usually picking up beer at the same time.



### II. Complete the second sentence so that it has similar meaning to the first one.

1. Although it was cold last weekend, the store reported record sales of garden equipment. DESPITE
   The store reported..............................................................................
2. Saunas are popular in Sweden but not in Britain. WHEREAS
   Many Swedish people..............................................................................
3. Although he overslept, Clive wasn't late for work. UP
   Despite..........................................on time, Clive wasn't late for work.
4. Despite knowing the area well, I got lost. EVEN
   I got lost..................................................the area well
5. She never finishes work on time although she works hard. MATTER
   She ..............................................................................
6. Although the weather changed, the picnic went ahead as planned SPITE
   The picnic went ahead ..............................................................................

### III. Add the linking devices in the box to complete the article.

| | | | | | |
|---|---|---|---|---|---|
| What's more | and | as but | because | by then | so |
| To cap it all | even | despite | then | resulted in | provided |

**30,000 runners take London in their stride**

No sooner had the gun sounded than we were all off, including me and my running flatmate, Fran, jostling for position (1).........we crossed the starting line, which was awashed with plastic bags. The real running began as Greenwich came into view and the crowd increased even further. Anyone with their name on the vest became public property (2).........everyone wanted to be part of this event. (3).........the halfway mark was within reach and it was getting tiring. Tower Bridge loomed, magnificent, with thousand of people screeching encouragement. My parents had spotted me. I stopped for a chat and went on my way. (4).........someone was watching after all. (5)......... regularly ingesting isotonic fluid we were getting only fleeting benefits. Through a haze of discomfort Canary Wharf appeared. Knees were sore,

ankles pinching, (6).........my arms were tingling. The closer to home, the harder it became. We did not stop and walk (7).........just ran at a walking pace. The last mile felt like the first 13. I was gone, (8)......... I was hungry. (9)......... turning past Big Ben I saw a man holding an advert for McDonald's bacon. Unbelievable cruelty. (10).........I would have eaten my hand if it was encased in a bun. The finish was in sight. Past Buckingham Palace and fullstop finish, no more, never again. Strangers offered congratulations, smiled the brightest smiles. I loved the world and it loved me.

## REVIEW 2

**I. Circle the word with the underlined letter(s) pronounced differently from those of the others.**

1. A. enthusiastic B. superficial C. discussed D. curiosity
2. A. immature B. manufacture C. future D. departure
3. A. gasoline B. amusement C. business D. advisory
4. A.development B. citizen C. intellectual D.relating
5. A. civic B. service C. fertile D.determine

**II. Circle the word with the main stress pattern placed differently from that of the others.**

6. A. activity B. publicly C. develop D. individual
7. A. community B. entrepreneur C. original D. involvement
8. A. committee B. development C. entrepreneurial D. community
9. A. equivalent B. industrial C. security D. competition
10. A. attribute (n) B. intelligent C. employer D. demeanor

**III. Choose the most suitable word or phrase given by circling one of the four option given.**

11. In the ........ of security, personnel must wear their identity badges at all time.
A. requirement B. interests C. demands D. assistance
12. I succeeded in my job through sheer hard ...........
A. work B. labour C. industry D. effort



13. Catherine works for a/ an.........engineering company.
A. main B. forefront C. outgoing D. leading
14. I'm thinking of changing my job because there are few.....of promotion.
A. prospects B. opportunities C. chances D. sources
15. Bill has a real......... for looking after handicapped children.
A. career B. post C. inspiration D. vocation
16. Ruth is looking for a new..........at the moment.
A. vacancy B. appointment C. condition D. employment
17. Is an inexperienced civil servant.......to the task of running the company.
A. capable B. skilled C. eligible D. suited
18. In our company I am afraid there is very little.... to work hard.
A. inspiration B. advantage C. gain D. motivation
19. The government is encouraging ..........in heavy industry.
A. investment B. money C. fund D. aid
20. It's not very interesting work but at least it's a......job.
A. regular B. continous C. firm D. steady
21. I don't want to go into all the details about why I left:........it to say that I had a better offer from another company.
A. take B. grant C. give D. suffice
22. Money was short and people survived by............and saving.
A. scrimping B. scavenging C. scouring D. scrouging
23. The company had severe problems and the board decided to.........it up
A. fold B. close C. wind D. put
24. She's more interested in job...........than in making a lot of money.
A. contentment B. satisfaction C. enjoyment D. pleasure
25. We were working overtime to cope with a sudden........in demand.
A. surge B. boost C. impetus D. thrust

**IV. Make a compound adjective in each sentence by adding one of the word given.**

26. What I really like for breakfast is a nice new-.........egg.
27. We say that the so-...........'leader' of the group is just a petty tyrant.

28. I've never had any painting lessons. I am entirely self- ........

29. Our teaching isn't strict at all. She is very easy-.....

30. To be honest, I enjoy eating in high-..........restaurant.

31. Please enclose a self-...........envelope.

32 Everyone began a holiday in a light-...........mood.

33. This particular kind of long-...........sheep can run quite fast.

34. I think you would be ill-......to sell the house at the present time.

35. I much prefer having a drink in an old-.........country pub.

| | | | | |
|---|---|---|---|---|
| addressed, | called, | going, | laid, | priced, |
| advised | fashioned, | hearted, | legged, | taught |

**V. Fill in each of the numbered blanks in the passage with one suitable words.**

***Handling the interview***

The aim of the interview is to provide a case history of the candidate. It may (36)........ a tall order to expect a candidate to tell you the (37)........ of his or her life in (38)........ time, usually quite short, which is available for the interview. (39)........ candidates are convinced that there is a sympathetic listener, however, it is surprising (40)........ communicative they can become. Conducting an interview successfully(41)........ essentially on two things. The first is the establishment of(42)........ relationship with candidates which will encourage(43)........ to talk freely about themselves. This (44)........ be done if interviewers use interview as opportunity to show (45)........ busy and important people they are. (46)........ can it be done by a series of set formulae (47)........ putting the candidate at ease (48)........ as shaking hands and offering coffee.

The second task is (49)........ steer the candidate over the ground to be (50)........ so that the essential facts appear as quickly as possible and irrelevancies are cut down to a (51).........Each remark (52)........ guide the candidate to talk about the right things (53)........ interrupting the flow of conversation. Each interview is (54)........ and foremost a conversation, and (55)........ it is successful as such it will never be a good interview.



**VI. Choose the correct collocations with verbs.**

56. We are trying to _do/ make_ improvements to the system for registering.

57. The school can _make/ do_ arrangements for pupils with special needs.

58. Scouts and guides are supposed to _do/ make_ someone a good turn everyday.

59. We are _doing/ making_ experiment to test how the metal reacts with water.

60. Do you _make/ do_ excuses if someone asks you to _do/ make_ a big favour?

61. She _made/ paid_ me a nice compliment yesterday.

62. The President _made/ paid_ tribute to all the people who had supported him.

63. _Make/ take_ advantage of being in London, there are always plenty of jobs there.

64. I'm afraid I have a confession to _make/ pay_. I've lost your book.

65. There are the laboratories where we _make/do_ our research and hopefully _do/make_ important discoveries.

**VII. Complete the following passage with the correct form of words in capitals.**

**EXCHANGE VISITS**

| | |
|---|---|
| The most (66).........of learning a language is by living in the | **EFFECT** |
| country concerned, but parents should think (67)...before they | **CARE** |
| send their children abroad. Although some (68)....arrange | **ORGANISE** |
| visits for children as young as ten, the(69)....of them won't be | **MAJOR** |
| ready to stay away and deal with (70)..........differences until | **CULTURE** |
| they are in their teens. Even thenthey will need a basic | |
| (71)...of the language and some experience of foreign | **KNOW** |
| travel before they go. | |
| Exchange visists are a good way for (72)......to improve | **TEENS** |
| their language skills. It is a good idea for them to | |
| exchange (73)... before the visits. Host families should not | **CORRESPOND** |
| feel any (74)......... to provide extensive program of | **OBLIGE** |
| (75).......... It is more important to make the guest feel | **ENTERTAIN** |
| welcome. | |
| Travel can (76).........the mind, and exchange visits give | **BROAD** |
| young people experience of a different way of life as well | |
| as a different language. | |

**VIII. In each space put *a/an or the* or leave the space *blank*.**

It has been announced that for (77)........third consecutive month there has been (78)........rise in (79)........number of (80)........unemployed, rather than (81)........fall that had been predicted. (82)........rise was blamed on (83)........continuing uncertainty over (84)........government economic policy, and couldn't come at (85)........worse time for (86)........Prime Minister, who is facing (87)........growing criticism over (88)........way (89)........present crisis is being handled. (90)........MPs are increasing voicing(91)........ fears that despite (92)........recent devaluation of (93)........pound and cuts in (94)........interest rates, (95)........government still expects (96)........recovery of the economy to take three or even four years. To make (97)........matter worse, (98)........number of small businesses going into (99)........liquidation is still at(100)........ record level, and (101)........housing market is showing no signs of recovery. Some backbenchers expect (102)........general election before (103)........end of (104)........winter unless there is (105)........rapid change of(106)........ fortune.

**IX. Choose the best answer to complete the conversation about a new job.**

**Jenny:** I hear your brother's (107) _landed/ grabbed_ a fantastic new job.

**Ali:** Actually it's not as good as he hoped. He's got a terribly (108) _heavy/ gigantic_ workload and that means working some very (109) _unsocial/ unpaid_ hours. He also complains about having to do lots of (110) _menial/ trivial_ tasks around the office, running (111) _errands/ tasks_ for his boss.

**Jenny:** But he's paid well?

**Ali:** Not really. He's just about gets a (112) _living/ working_ wage. And all the overtime is (113) _unpaid/ unrated_.

**Jenny:** He'll just have to throw a (114) _sickie/ illness_ from time to time.

**Ali:** Yes, I suggest he did that too, but he says he's afraid of getting the (115) _sack/ redundancy_ if he does. He feels there might be some (116) _aspects/ prospects_ for him there eventually, even ifhe is just beingused as a (117) _exploited/ sweated_ labour at the moment.



**Jenny:** Well, with any luck he'll eventually find that he can realise his (118) _potential/ ability_ there.

**Ali:** I hope so. But they have a very high (119) turnover/ admission of staff and it won't be easy for him to stay the (120) _course/ office_.

**Jenny:** No, but he's very determined, isn't he? So let's hope it all works out.

**X. Rewrite the sentences below using words in capitals.**

121. He would never agree to sell his business, even if he received a very tempting offer. HOWEVER

........................................................................................................

122. These two makers of computer are pracically the same. HARDLY

........................................................................................................

123. They wouldn't let the former chairman attend the conference. BARRED

........................................................................................................

124. You could be arrested for not giving a breath sample to the police. LEAD

........................................................................................................

125. His irresponsible attitude is endangering his career as a doctor. JEOPARDY

........................................................................................................

126. I was amazed when Eva got into university, given the fact that she hadn't worked hard at school. AMAZEMENT

........................................................................................................

127. Le Corbusier was very influential in developing architectural styles. INFLUENCE

........................................................................................................

128. Tom insisted on being told the complete story. NOTHING

........................................................................................................

129. Only final year students are allowed to use the main college car park. RESTRICTED

........................................................................................................

130. The final version of the plan was quite difference from the initial draft. RESEMBLANCE

........................................................................................................

# UNIT 7: NATURE & ENVIRONMENT

## PHONETICS

**I. Choose the word whose stress pattern is different from the others'.**

1. A. expansion B. habitat C. endanger D. agreement
2. A. retain B. decrease C. technique D. desert
3. A. prehistoric B. rhinoceros C. eliminate D. environment
4. A. profitable B. temporary C. semiarid D. perilously
5. A. predator B. productive C. extinction D. illegal

**II. Choose the word whose underlined part is pronounced differently.**

A. conserve B. desert C. resort D. preserve
A. ploughs B. crops C. gas D. laughs
A. natural B. atmosphere C. sandstorm D. vapour
A. recycle B. element C. report D. erosion
A. brushwood B. dune C. struggle D. upload

## VOCABULARY

**I. The following is a list of idioms inspired by *animals*. Match the idiom and its definition. Then choose the correct idiom to complete the sentences.**

| | |
|---|---|
| A. crocodile tears: | *the biggest part/portion* |
| B. rain cats and dogs: | *great strength/power* |
| C. white elephant: | *rain heavily* |
| D. wild-goose chase: | *false tears, pretended sorrow* |
| E. chicken-hearted fellow: | *an enemy who pretends to be your friend* |
| F. take the bull by the horns: | *avoid mentioning a subject* |
| G. lion's share: | *a hopeless pursuit* |
| H. snake in the grass: | *timid, coward fellow* |
| I. constitution of an ox: | *a worthless possession* |
| J. let sleeping dog lie: | *take a bold step immediately* |



1. The village will be flooded if it continues to _____.
2. After discovering the old treasure map in a trunk in the attic, Joe and Felix went on a _____ to Bali to look for the treasure.
3. That vintage car in Mr. Luo's garage is just a _____. I don't know why he's still keeping it.
4. Beware of the _____ who will try to sabotage your success.
5. He must have the _____ to be able to lift those two sacks of rice without showing signs of strain.
6. As the major shareholder of that company, he received the _____ of the profits.
7. Please don't bring up that old argument with Joe when you see him. Just _____.
8. If we do not _____ now, the project is doomed to failure.
9. No one knows it better than I that your professed sympathy for her is mere _____.
10. "That Davey is such a _____! He doesn't even dare to take the train to Kuala Lumpur by himself even though he's already 19 years old."

**II. Give the correct form of the word in brackets to complete the passage.**

The World Wide Fund for Nature (WWF) has been involved in (1. CONSERVE) _____ since its foundation in 1961. Its (2. INTEND) _____ has always been to protect (3. WILD) _____ against the effects of human activity. Working very closely with both expert (4. ECOLOGY) _____ and ordinary local people, the organization aims to help those animals (5. THREAT) _____ by the destruction of habitats. Economic growth and tourism force some species to the brink of (6. EXTINCT) _____. (7. FORTUNE) _____, the WWF work hard to ensure that animals such as the giant panda will (8. PROBABLE) _____ survive for a few more years yet. Refusing to accept that problems are (9. MOUNT) _____, the WWF works tirelessly on a (10. SEEM) _____ never-ending list of projects, all of which help to protect the diversity of life on Earth.

**III. Complete the sentences by using the following words. Use each word once only. (0 has been done for you as an example.)**

*amends, beeline, bed, contact, day, ends, example, fortune, fun, light, mind, mountain, name, offer, sense, way*

0. Help! I can't make __**sense**___ of this exercise!
1. She ***made him an*** _____ ***of*** $3 million for his business.
2. It really ***made her*** _____ to see you all again.
3. He bought her flowers to ***make*** _____ ***for*** being late.
4. Remember to use clean sheets when you ***make the*** _____.
5. I'm really pleased for Anne. She's really ***made a*** _____ ***for herself***.
6. They ***made their*** _____ ***to*** the stadium on foot.
7. She was seriously ill, but she managed to ***make*** ______ ***of*** it.
8. Since he ***made a*** _____ ***in*** property development, he's been living a life of luxury.
9. Are you going to accept the job? I think that you need to ***make up your*** _______ as soon as possible.
10. The judge decided to ***make an*** _____ ***of*** him and sentenced him to ten years' imprisonment.
11. The only way you can ***make*** _____ ***with*** them is by radio.
12. It was a very small incident. You didn't need to ***make a*** _____ ***out of a molehill***.
13. They ***made*** _____ ***of*** the awkward way he walked.
14. I don't earn much money, and I often have problems ***making*** _____ ***meet***.
15. As soon as we got to the party, we ***made a*** _____ ***for*** the food.

## GRAMMAR

**I. Underline the correct word/phrase to complete each sentence.**

1. You ***mustn't/don't have to*** conduct any chemistry experiments unless you are wearing safety glasses.



2. There are a lot of books which Anna ***didn't have to read/needn't have read*** as part of her university course, but which she decided to read out of interest.
3. He isn't ***obliged/necessary*** to tell you the truth.
4. I went to see the dentist yesterday, but luckily I ***didn't need to have / needn't have had*** any painful treatment.
5. Is there any ***possibility/ability*** of the flight being cancelled?
6. Some people believe that the government ***doesn't have to/shouldn't*** allow genetically modified crops to be grown on a large scale, as they could spread out of control.
7. There is ***very/every*** likelihood that she'll get to the town before it gets dark.
8. It ***wasn't necessary/was needless*** for me to walk to work as he gave me a lift.
9. Important notice! All new arrivals ***may/have to*** report to the reception desk.
10. Everything is going well with my new job. In fact, things ***couldn't/won't*** be better.

**II. Write a correct version for each of the following sentences.**

***e.g. As soon as <u>I'll get</u> the answer, I'll get you know.***

***→ As soon as I get the answer, I'll get you know.***

1. When I'll get back, I'll tell you all about it.

______________________________________________

2. Once she will have understood the procedures, she'll work much faster.

______________________________________________

3. I'd no sooner taken my seat when the fire alarm went off.

______________________________________________

4. I think I must have dropped my keys while I walked to work this morning.

______________________________________________

5. The minute she was bound to contact the police, she had discovered her diamonds missing.

______________________________________________

6. We played tennis from three until six, by that time I was exhausted.

________________________________________

7. I had begun to enjoy the novel once I had read the first few chapters.

________________________________________

8. After 2007, exports have been booming.

________________________________________

**III. Combine the following sentences using the words in brackets.**

1. He's earning more money. He can buy a bigger house. SINCE

________________________________________

2. We're expecting a busy summer. Bookings are already up for August. INSOFAR AS

________________________________________

3. He's rather untrustworthy. He conveniently forgets that he owes you money. IN THAT

________________________________________

4. The old man died alone. He had never been kind to anyone. FOR

________________________________________

5. I sent a card to my friend for her birthday. I couldn't be there. BECAUSE

________________________________________

6. We couldn't have met before. I've never been to France. SEEING THAT

________________________________________

7. She was new to the job. She didn't know the ropes. AS

________________________________________

8. The case will be thrown out of court. There isn't enough evidence. BECAUSE

________________________________________

9. This product is guaranteed. We'll replace it if you return it within thirty day. INASMUCH AS

________________________________________

10. I understand why you don't like her. I've finally met her. NOW THAT

________________________________________



# UNIT 8: BOOKS

## PHONETICS

**I. Choose the word whose stress pattern is different from the others'.**

| | | | |
|---|---|---|---|
| 1. A. determine | B. novelist | C. recognize | D. teenagers |
| 2. A. detective | B. observant | C. recommend | D. continue |
| 3. A. infrequency | B. sensitiveness | C. discovery | D. admittedly |
| 4. A. dictionary | B. entertainment | C. literature | D. legendary |
| 5. A. characteristic | B. determination | C. unimportantly | D. reliability |

**II. Choose the word whose underlined part is produced differently.**

| | | | |
|---|---|---|---|
| 1. A. exaggerate | B. excellent | C. example | D. existence |
| 2. A. sensitive | B. gossip | C. picture | D. determine |
| 3. A. composer | B. glossary | C. prose | D. means |
| 4. A. paragraph | B. atlas | C. passage | D. pastry |
| 5. A. bookcase | B. look | C. boom | D. cookie |

## VOCABULARY

**I. Fill in the blanks with appropriate word chosen from the box to make compound adjectives.**

| | | | | |
|---|---|---|---|---|
| *hearted* | *listed* | *minded* | *witted* | *blooded* |
| *warm* | *short* | *high* | *near* | *absent* |

1. ____________ - sighted people must wear classes when they drive a car.
2. Tom is too narrow - ____________ to listen to what we have said.
3. My grandfather often forgets almost everything I tell him, he is so ____________ - minded.
4. Cold- ____________ animals have a blood temperature which varies with the temperature of the surroundings.
5. The restaurant in front of my house is ____________ - handed, so they all have to work much harder.

6. The good news of her mother made her feel very light - __________.

7. Peter always helps us deal with difficult problems. He's a quick - __________ person.

8. She was short – __________ out of 115 applicants for the position of Managing Director.

9. Jack says that he is playful and __________-spirited although some teachers say he is undisciplined.

10. Everyone who knows Brita says that she is so caring, empathic, sincere and __________ -hearted.

**II. Read the text below and then decide which word best fits each space.**

Why did you decide to read this, and will you keep reading to the end? Do you expect to understand every single part of it and will you remember anything about it in a fortnight's (1) _____? Common sense (2) _____ that the answers to these questions depend on "readability" – whether the (3) _____ matter is interesting, the argument clear and the (4) _____ attractive. But psychologists are discovering that to (5) _____ why people read – and often don't read – technical information, they have to (6) _____ not so much the writing as the reader.

Even the most technically confident people often (7) _____ instructions for the video or home computer in favour of hands-on experience. And people frequently (8) _____ little notice of consumer information, whether on nutritional labels or in the small print of contracts. Psychologist researching reading (9) _____ to assume that both beginners and (10) _____ readers read everything put in front of them from start to finish. There are (11) _____ among them about the (12) _____ of eyes, memory and brain during the process. Some believe that fluent readers take (13) _____ every letter or word they see; others (14) _____ that readers rely on memory or context to carry them from one phrase to another. But they have always assumed that the reading process is the same: reading starts, comprehension (15) _____, then reading stops.

| | A | B | C | D |
|---|---|---|---|---|
| 1. | A. term | B. period | C. time | D. gap |
| 2. | A. suggests | B. transmits | C. advises | D. informs |
| 3. | A. subject | B. topic | C. content | D. text |
| 4. | A. pattern | B. formation | C. layout | D. assembly |
| 5. | A. ensure | B. determine | C. value | D. rate |
| 6. | A. examine | B. inquire | C. trace | D. calculate |
| 7. | A. miss | B. omit | C. pass | D. ignore |
| 8. | A. get | B. pay | C. take | D. make |
| 9. | A. tend | B. undertake | C. lead | D. consent |
| 10. | A. competent | B. sufficient | C. considerable | D. valid |
| 11. | A. objections | B. arguments | C. contests | D. separations |
| 12. | A. role | B. concern | C. share | D. relation |
| 13. | A. up | B. over | C. out | D. in |
| 14. | A. insist | B. direct | C. urge | D. press |
| 15. | A. sets | B. occurs | C. issues | D. establishes |

**III. Choose the best option to complete each of the following sentences.**

1. Being the school bully, he was in the teacher's _____ books.
   A. black B. white C. red D. yellow

2. Do you know anywhere where I can _____ a decent guide book?
   A. make up for B. take time over C. catch up with D. get hold of

3. He spends most of his spare time with his _____ stuck in a book.
   A. eye B. face C. mind D. nose

4. Even the _____ characters in the book are really interesting.
   A. less B. minor C. small D. tiny

5. All that writer's books have received glowing _____.
   A. revisions B. receptions C. reviews D. criticisms

6. I'm afraid the novel didn't really succeed in _____ my attention.
   A. holding B. keeping C. getting D. pulling

7. A great novel has a good plot and a _____.
   A. meaning B. message C. significance D. communication

8. If you need to find some information in a non-fiction book, look it up in the _____.

A. atlas B. catalogue C. diary D. index

9. I have been reading _____ the history of English language teaching recently.

A. out over B. on with C. up on D. in for

10. The book was marvellously _____ and it was a joy to read.

A. stylistic B. tedious C. well-written D. wonderful

## GRAMMAR

**I. In the following pairs of sentences: a, b or both are correct. Put a cross (×) next to the sentence that is incorrect. Write the correction.**

*e.g. a. Drop a line when you get there.*

*b. He was upset to discover he dropped from the team. (×) (had been/ was dropped)*

1. a. The Titanic was sunk by an iceberg.
   b. The boat sank without trace.
2. a. This shirt dries extremely quickly.
   b. Her hair soon dried by the wind.
3. a. The hole soon filled with water.
   b. The room was filled with hundreds of people.
4. a. The western shore washed by warm currents.
   b. Fertile soil washes down into the valleys.
5. a. My dress ripped when it caught in the car door.
   b. His newspaper had been ripped into shreds.
6. a. The sacked workers compensated for the loss of earnings.
   b. He was compensated for his injuries.
7. a. My chair tipped backwards until it fell over.
   b. All the left-overs were tipped into a bin liner.
8. a. Inflation was increased over the last six months.
   b. My salary was increased by just over 5%.



9. a. They've expanded production facilities at the old factory.
   b. Metal is expanded when heated.
10. a. The white Mercedes turned into the car park.
    b. The sign had been turned to face the opposite direction.

**II. Rewrite each of the following sentences, changing the object to subject without using the passive. Omit or add any word(s)/phrases if necessary.**

*e.g. The sun has melted the chocolate.→ The chocolate has melted in the sun.*

1. Tears filled her eyes.

_____________________________________________

2. They dimmed the lights during the last dance.

_____________________________________________

3. She broke her pencil because she was pressing too hard.

_____________________________________________

4. Simmer the stock for an hour; then add seasoning.

_____________________________________________

5. The sun had dried their clothes by the time they got home.

_____________________________________________

6. Darren improved his performance in the 100 metres by a tenth of a second.

_____________________________________________

7. An iceberg sank the Titanic in 1911.

_____________________________________________

8. They gradually developed the plan.

_____________________________________________

9. Initially, I think you develop the plot very convincingly.

_____________________________________________

10. Why do they close the first act with only a vague suspicion of murder in the air?

_____________________________________________

# UNIT 9: SPORTS & GAMES

## PHONETICS

**I. Choose the word whose stress pattern is different from the others'.**

1. A. watercraft B. delegate C. extension D. delicate
2. A. apparatus B. prosperity C. participant D. peninsula
3. A. vigorous B. elegance C. gymnastics D. windsurfing
4. A. solidarity B. representative C. horizontally D. organization
5. A. perfection B. harmonious C. opponents D. paralyze

**II. Choose the word whose underlined part is pronounced differently.**

1. A. racqu**e**t B. helm**e**t C. r**e**feree D. crick**e**t
2. A. f**oo**tball B. sn**oo**ker C. h**oo**ligan D. p**oo**l
3. A. def**ea**t B. l**ea**gue C. t**ea**m D. h**ea**der
4. A. masc**o**t B. c**o**mprise C. c**o**mpetition D. g**o**ggles
5. A. jo**gg**ing B. le**g**itimate C. **g**ymnasium D. le**g**endary

## VOCABULARY

**I. Choose the correct word/phrase to complete each sentence.**

1. His ankle injury ____ him greatly, causing him to be absent from The Australia Open Tournament.
   A. infected B. effected C. affected D. offended
2. Possessing many players excellent at heading ball, the team is really strong in the ____ .
   A. air B. atmosphere C. height D. altitude
3. Thousands of fans ____ out into the streets to celebrate their team's historical victory.
   A. gathered B. rushed C. pulled D. made



4. After competing hard for the ball, the striker was injured and he was in great ____ afterwards.
   A. agony B. hurt C. pain D. suffering
5. When the opposition put us under pressure, we just went to ____.
   A. parts B. debris C. crumbs D. pieces
6. Countries that are not members of FIFA are not ____ to take part in the World Cup.
   A. advisable B. suitable C. agreeable D. eligible
7. By the end of the third set, the ____ stood at 2-1 for the Chinese player who had much experience in competing at international events.
   A. score B. result C. goal D. figure
8. Breaking the Olympics' record right at the first time participating; the athlete is now in high ____.
   A. spirits B. moods C. minds D. feelings
9. It took the goalkeeper a few minutes to ____ after his hard hit on woodwork when catching the ball.
   A. come up B. come on C. come out D. come round
10. In the ____ of continuous rain, the match will have to be put off till next week.
    A. occasion B. event C. circumstance D. situation

**II. Give the correct form of the word in brackets to complete the passage.**

A recent report highlights the dramatic role a coach plays in the training and (1. FORCE) ____ of an athlete's mental toughness, motivation, commitment, and (2. ULTIMACY) ____, willpower. Without these vital (3. CHARACTER) ____ the athlete will be unable to produce the required consistent intensity and effort in the training situation and as a result will not attain their true performance level in competition. (4. REHEARSE) ____ of strategies in training including the use of (5. SIMULATE) ____ training to 'recreate' the key moments of pressure experienced in competition, but in a (6. CONTROL) ____ environment, can be an (7. VALUE) ____ approach to preparing the athlete for the very real challenges of competition.

This process is by no means limited to environmental or physical parameters. Developing competence in athletes in mental exercises including imagery can lead to greater self-belief. A recent article highlighting ways in which a coach can (8. COURAGE) _____ athletes to use imagery identifies recent information on imagery use and dispels some of the myths associated with this form of training. Key areas where imagery can be employed are '(9. STRATEGY) _____ imagery' where, for example, a gymnast may (10. VISUAL) _____ their whole routine to increase the natural flow of their performance...

## GRAMMAR

**I. Complete the following passage with suitable words.**

### A START IN SAILING

Ask any sports enthusiast to name the most popular sports and the stock answer will probably be football, cricket, golf and rugby. A lot of people do play those games but far (1) _____ go fishing, play badminton or sail. Why do we get it wrong? Because sports editors, of newspapers and television channels, are stuck (2) _____ their traditional patterns of judging by crowds (3) _____ than by how many actually go out and do the thing. Sailing probably suffers most (4) _____ this narrow – mindedness (5) _____ it is often difficult to report and almost impossible to film except (6) _____ huge expense.

Yet, despite the absence of the oxygen of publicity, sailing is (7) _____ of the most popular participant sports. Why is it so popular in Britain? Possibly because of the great island tradition of (8) _____ a nation of sailors, but probably much more because of (9) _____ many opportunities. Nowhere in Britain is all that far from the sea and (10) _____ are plenty of rivers and lakes where it is easy to get afloat. But many would – be sailors are discouraged (11) _____ taking the first steps. They worry (12) _____ the cost of a boat, the need for special equipment, the dangers of tackling the elemental forces of nature and believe that sailing – club people (13) _____ snobbish and unapproachable. All misconceptions. You can start sailing (14) _____ next to nothing and find friendly sailing clubs throughout the country (15) _____ nobody is snobbish or looks down on beginners.



**II. Complete the second sentence so that its meaning stay the same as the first one, beginning and/or using the word(s) provided.**

1. To avoid getting stuck in traffic, they took the country roads. WOULDN'T
   They took ____________________
2. Let's remind ourselves of the agenda before we forget the purpose of this meeting.
   In order that ____________________
3. I'll call you Phil, and you Philip, so that we don't get totally confused. AS
   So as to ____________________
4. The illegal immigrants gave false names because they didn't want to be identified.
   For fear that ____________________
5. We crept quietly toward the deer because we didn't want them to frighten them away.
   So as not ____________________
6. They wanted to prevent people walking across the grass, so they put up the fence. TO
   They put up ____________________
7. She gave in her notice, planning to start her new job in January. VIEW
   She gave in her notice with ____________________
8. You should plan to leave early tomorrow if you want to avoid traffic jams on the way to the station.
   In order to ____________________
9. There must be a good source of light or plants won't grow indoors.
   In order for ____________________
10. We had to account for every penny we spent so that no money would be wasted.
    In order that ____________________

**III. Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.**

1. One injury after another ended her tennis career. SUCCESSION

She could not ______________________ injuries.

2. He wanted to challenge the world champion. INTENT

He ______________________ the world champion.

3. Peter is really looking forward to starting his sky-diving course. HARDLY

Peter ______________________ his sky-diving course.

4. When his doctor advised him to give up football, he started playing golf. TOOK

He ______________________ his doctor's advice to give up football.

5. She was 14 when she started playing football. INVOLVED

She ______________________ she was 14.

6. There is a rumour that he's going to play for Manchester United. SAY

Manchester United ______________________ he's going to play for.

7. Apart from weight-lifting, he likes every form of exercise. EXCEPTION

He likes ______________________ weight-lifting.

8. You can rely on Frances to always say exactly what she thinks. COUNT

You can ______________________ her mind.

9. You should do much exercise. Then you will get much better. MORE

The ______________________ will get.

10. It is believed that the injured motorcyclist was travelling at over 100 mph. BEEN

The injured motorcyclist is ______________________ at over 100 mph.

## REVIEW 3

**I. Choose the word whose stress pattern is different from the others'.**

1. A. promote B. emblem C. gazelle D. canoe
2. A. masterpiece B. perilous C. habitat D. fixation
3. A. temporary B. delicacy C. admittedly D. legendary



4. A. rhinoceros B. peninsula C. exaggerate D. vigorously
5. A. solidarity B. characteristic C. cooperation D. autobiography

**II. Choose the word whose underlined part is pronounced differently.**

6. A. elegant B. prevent C. regulation D. prosperity
7. A. promote B. host C. mascot D. polo
8. A. mutual B. contribution C. scuba D. human
9. A. delegate B. geyser C. gazelle D. endanger
10. A. suggestion B. extinction C. solution D. recommendation

**III. Choose the best option to complete each of the following sentences.**

11. Millions of people all over the world are under the threat of desert _____.

A. extension B. expansion C. enlargement D. breadth

12. Poachers have no intention of stopping shooting rhinos, selling their parts and _____ products.

A. connected B. related C. associated D. concerned

13. In some African countries, civil disturbance has taken a heavy _____ on rhino populations.

A. toll B. impact C. consequence D. result

14. I'm afraid I lost interest in the book. The _____ was too complicated.

A. plot B. theme C. prose D. version

15. The stage sets were obviously _____ influenced by the work of the surrealist artist, Salvador Dali.

A. highly B. heavily C. powerfully D. thoroughly

16. Sal was so _____ in her book that she didn't hear me.

A. occupied B. submerged C. engrossed D. overwhelmed

17. I'm finding it hard to _____ the energy to do anything much in the evenings these days.

A. acquired B. pull up C. reach D. summon up

18. Genetically modified crops could pose a _____ to wildlife.

A. menace B. threat C. hazard D. trap

19. George turned the last corner and _____ for the finishing line.

A. approached B. arrived C. waited D. headed

20. Leila was trying to _____ another cyclist when she crashed.

A. overpass B. overcome C. overtake D. overcharge

**IV. Fill each of the numbered blanks with one suitable word.**

I had no (0) __*sooner*___ sat down and opened the menu than she came in, smiling, slightly swaying, her arm outstretched. On catching sight of her, I realised that all the time I had been half-hoping for this, (21) _____ since I boarded the plane. And the (22) _____ she sat down, it was as if she had been expecting me, as if we had arranged to meet the night before. We had (23) _____ exchanged opening pleasantries when behind me I heard the waiter, with remarkable intuition, ask whether he should bring champagne. We began talking wildly, questioning and answering, laughing between smiles. (24) _____ I complimented her on her English, she pouted, (25) _____ it was nowhere near as fluent as it had been. It was not (26) _____ the first bottle of champagne had been emptied that the conversation drifted inexorably to the past and it was only (27) _____ that awkwardness and tentativeness crept in. (28) _____ time passed, an air of unreality seemed to descend upon the proceedings. By the (29) _____ we had finished our starters, our bursts of conversation had become shorter, less animated, and the pauses between them correspondingly longer. We finished the second bottle in resigned silence, at (30) _____ point her eyes were clearly filling up with tears.

**V. Complete each sentence by putting one word in each gap.**

31. You should take the bull by the ______. Don't wait any longer.
32. As soon as the children arrived at the fair, they _____ a beeline for the ghost train.
33. My mother is so ______. She is always forgetting to put salt in the sauce.
34. I am sure that you are in high _____. And we will undoubtedly knock him down.
35. Looking for Susan in New York is simply a wild-goose _____. She could be anywhere.



36. My cousin Rebecca has made a _____ for herself as a neurosurgeon. She's considered the best in London.
37. As a result of being put under pressure for the second half, we gave a silly goal, which made us completely go to _____.
38. In spite of the all-star cast, the film just didn't _____ my attention the way the book did.
39. We've drawn all of our last three matches, so we're really hoping for a _____ today.
40. I'm going to give a talk about history, so I spent the weekend reading _____ on the First World War.

**VI. Give the correct form of the word in brackets to complete the passage.**

**WITH MANY THANKS**

Many people have given (0. ASSIST) _assistance ___ to me during the writing of this book, but it is to Mrs. Leigh Keith, senior editor of Ramsay and Browns that I am most deeply (41. DEBT) __________ for her loyalty and (42. DEVOTE) __________ during the four years the project lasted. She gave her time and advice (43. STINT) __________ in order for this work to be completed, giving both moral and (44. PRACTICE) __________ support for the lengthy research into social conditions the project (45. NECESSARY) __________. Her assurance and encouragement sustained me in my (46. BELIEVE) __________ that this was valuable work, and it was (47. DOUBT) __________ what enabled me to continue in the face of often discouraging circumstances.

I must also thank my father, who has been a (48. WILL) __________ collaborator in all my efforts and who spent long hours in libraries and on trains to distant part of the country in search of material. I know that he will say that he enjoy it, but without his (49. FLAG) __________ enthusiasm, this book would never have been written. Finally, I would like to thank my friends and family, who have had to put up with what must have seemed to them an (50. EXCEPT) __________long drawn out piece of writing. Thank you, all of you, very much.

**VII. The passage below contains 10 mistakes. Underline the mistake and write the correct answer in the space provided. (0) has been done as an example.**

| | |
|---|---|
| The notion that there are two species of African elephant first | |
| 0. emerged about a decade ago. The animals are very different **from** | 0. in |
| size; the savannah or bush elephants stand about a metre taller, | |
| and weigh twice as many as their forest-dwelling cousins. But | 51. ____ |
| whether this means they are truly different species hasn't been clear. | |
| Now a team of researchers from the UK, Germany and the US, | |
| say they've resolved the issue. Written in the journal *Public Library* | 52. ____ |
| *of Science Biology*, they say their analysis proves the subsistence of | 53. ____ |
| two distinctive species. This has been a hotly-disputed question and | 54. |
| it's entirely possible that other researchers challenge the claim. | 55. ____ |
| If it is confirmed, there may be important implications for | |
| conservation. Forest's elephants are mainly found in Central and | 56. ____ |
| Western Africa, the areas where poaching and ivory smuggling are | |
| most serious. There, populations are declined. Further south, in | 57. ____ |
| the domain of the savannah elephants, the animals are thriving. | |
| Conservatives say proving the species split could help | 58. ____ |
| concentrate attention where it's most needed, in nations that | 59. ____ |
| have done little to crack out on poachers and smugglers. | 60. ____ |

**VIII. Choose the answer A, B, C or D that best fits each space.**

### THE TRADE IN RHINO HORN

Last year thieves broke into a Scottish Castle and stole only one thing: a rhino horn, which at 1.5 metres was the longest in the world. In China pharmaceutical factories have been building up (61) ___ of antiques made from rhino horn, for the sole (62) ___ of smashing them to power to make the (63) ___ ingredient of many of their medicines. And in Africa poachers continue to die in the (64) ___ for the black rhino.

Recently, conservationists met to (65) ___ a campaign to persuade countries where rhino horn is (66) ___ part of the traditional medicine to (67) ___ to substitutes. The biggest (68) ___ to the survival of the rhinoceros is the (69) ___ of certain countries to enforce a ban on domestic (70) ___ in rhino horn.

The rhino horn is included in many (71) ___ for disorders ranging from fevers to nosebleeds. Horn, like fingernails, is made of keratin and has no proven medicinal (72) ___. Traditional substitutes, such as horn from buffalo or antelope, are (73) ___ as second best.

The battle is (74) ___ to be winnable. But it may be harder than the battle against the trade in ivory, for there is a (75) ___ between the two commodities. Ivory is a luxury; rhino horn, people believe, could save the life of their child.

| | | | |
|---|---|---|---|
| 61. A. amounts | B. bundles | C. collections | D. groups |
| 62. A. reason | B. intention | C. need | D. purpose |
| 63. A. essential | B. real | C. actual | D. true |
| 64. A. chance | B. search | C. fight | D. race |
| 65. A. design | B. plan | C. programme | D. form |
| 66. A. hardly | B. even | C. nearly | D. still |
| 67. A. vary | B. switch | C. modify | D. adjust |
| 68. A. threat | B. danger | C. disaster | D. menace |
| 69. A. rejection | B. denial | C. refusal | D. protest |
| 70. A. business | B. commerce | C. selling | D. trading |
| 71. A. recipes | B. aids | C. remedies | D. doses |
| 72. A. capacity | B. values | C. control | D. powers |
| 73. A. regarded | B. valued | C. known | D. reputed |
| 74. A. imagined | B. dreamed | C. thought | D. viewed |
| 75. A. variation | B. difference | C. gap | D. comparison |

**IX. Complete the second sentence so that its meaning stays the same as the first one, beginning with the words provided.**

76. They were sure the information was correct so they presented it to the director.

The minute ______________________________________________.

77. He had only just left the house when he realised he had forgotten to take his briefcase.

No sooner ______________________________________________.

78. It is likely that he will win the prize.

There is every ______________________________________________.

79. He told a white lie because he didn't want to hurt her feeling.

So as not ______________________________________________.

80. They wanted their guests to be impressed, so they put up decorations.

They put up decoration so that ______________________________.

81. It's against the rules to open your book once the test has started.

You ______________________________________________.

82. They daren't announce the news because they are afraid that they might worry the public.

They daren't announce the news for ____________________________.

**X. Complete the second sentence so that its meaning stays the same as the first one, using the word provided. You must use between THREE and EIGHT words, including the word given.**

83. I can't understand his behaviour. SENSE

His behaviour ______________________________ me.

84. The final was to take place last Saturday, but was cancelled because of eavy rain. HELD

The final was to ______________________ because of heavy rain.

85. I expect the book far better because it had been written by such a great novelist. SHORT

The book ______________ it had been written by such a great novelist.



86. He really wants to see animals living in the wild. INTENT

He ______________________________ living in the wild.

87. He didn't understand exactly what was wrong until he read Julie's letter. ONLY

It ______________________ that he understood exactly what was wrong.

88. None of the other team member supported Terry's idea. SUPPORT

Terry's idea met with ______________ the other members of the team.

89. Because of its price, the book may never become a bestseller. PREVENT

The price of the book may ______________________ a best seller.

90. Scientists say forests are being destroyed by air pollution. BLAME

According to scientists, air pollution is ______________ forests.

## UNIT 10: WOMEN IN SOCIETY

### PHONETICS

**I. Choose the word whose stress pattern is different from the others'.**

1. A. burden B. women C. throughout D. labour
2. A. mechanize B. overlook C. property D. cultural
3. A. liberty B. minister C. society D. symbolize
4. A. medieval B. regardless C. domestic D. elective
5. A. inequality B. sociologist C. multinational D. congratulation

**II. Choose the word whose underlined part is pronounced differently.**

1. A. compromise B. compel C. compliment D. comment
2. A. mechanize B. determine C. participate D. business
3. A. rough B. plough C. enough D. tough
4. A. history B. astronomy C. introduce D. ceremony
5. A. thousand B. representative C. television D. composer

## VOCABULARY

**I. Replace the underlined phrase with a phrasal verb with 'get' so that the meaning stays the same.**

e.g. Cloudy, miserable days really _make me feel depressed_. → get me down

1. He tried to _alight from_ the bus while it was still moving and was badly hurt.
2. My sister promised to sing at the concert and though she doesn't want to now, she can't _free herself from the obligation_.
3. She was very upset over her failure but now she is _recovering from it_.
4. We seem to _use up_ about ten litres of milk a week in my family.
5. I need to _have a holiday_ for a few days. I'm under too much stress at work at the moment.
6. Dave _has a friendly relationship with_ everyone. He's very sociable and easy-going.
7. We don't make a lot of money, but we _manage to live_ on what I earn at the shop.
8. It's _about_ half past eleven. We should be leaving now.
9. I'm not going to let negative attitude _make me depressed_. I've got to stay positive.
10. Don't wait up. We'll stop for something to eat on the way, so we'll _return_ quite late.
11. Leila talks well but she doesn't always _communicate what she wants to say_.
12. Please _continue with_ your work. I didn't mean to interrupt you.
13. I tried to get the point across to him but he didn't seem to see what I was _implying_.
14. I really should _begin to seriously deal with_ my work. There's only a little time left.
15. I'm sorry. But I haven't _found time to fix_ the tap yet.



**II. Complete each sentence with the correct phrase.**

| | |
|---|---|
| A. get the sack: | *be dismissed* |
| B. get hold of: | *find* |
| C. get away with murder: | *do whatever sb wants* |
| D. get rid of | *make oneself free of* |
| E. get a bit hot under the collar | *get angry/ upset* |
| F. get our own back: | *take revenge* |
| G. get off on the wrong foot | *argue at the beginning of a relationship* |
| H. get the wrong end of the stick | *understand something completely wrongly* |
| I. get sth off your chest | *confide in sb* |
| J. get on like a house on fire | *become good friends quickly* |

1. Where have you been? I've been trying to _____ you all day.
2. Instead of just sitting there feeling bad, why not talk about it and _____?
3. My teacher and I _____, but now we are good friends.
4. He's always playing practical jokes on us. We have to _____.
5. Nick is in the teacher's good book. She always lets him _____.
6. I feel extremely awful. I can't seem to _____ this cold.
7. Jean and Peter just met each other at my sister's birthday party last week, but they seem to be _____, don't they?
8. Don said he was going to France. I _____ and thought he was moving there forever.
9. She _____ when a colleague started criticising her work.
10. He _____ because his work was unsatisfactory.

## GRAMMAR

**I. Complete the second sentence so that its meaning stays the same as the first one, using the word provided. Use between THREE and EIGHT words.**

1. He was hungry. He felt like he could eat a horse. AS

He was so hungry _______________ eat a horse.

2. Someone must have added too much salt to the soup. THOUGH

The soup tasted ______________________________ too much salt.

3. He seems to have put on weight since I last saw him. IF

He looks ______________________________ since I last saw him.

4. She had a feeling that she had been in that house before. IF

She ______________________________ in that house before.

5. I installed the computer as he had instructed me. WAY

I installed the computer ______________________________ instructed me.

6. He isn't a rock star but he behaves like one. THOUGH

He ______________________________ a rock star.

7. She seemed to need a rest. IF

She looked ______________________________ a rest.

8. From the way he talked, I thought he owned the restaurant. AS

He ______________________________ the restaurant.

# UNIT 11: ASIANS

## PHONETICS

**I. Choose the word whose stress pattern is different from the others'.**

1. A. transnational B. respectively C. authority D. restoration
2. A. civilian B. official C. committee D. permanent
3. A. conference B. sustainable C. integrate D. heritage
4. A. regularity B. industrialize C. establishment D. originated
5. A. humanitarian B. international C. productivity D. secretarial

**II. Choose the word whose underlined part is pronounced differently.**

1. A. sponsor B. economy C. contribute D. operation
2. A. provision B. immersion C. explosion D. occasion



3. A. participant B. particular C. standard D. mustard
4. A. recede B. benefited C. congenial D. regional
5. A. mandate B. international C. basic D. agency

## VOCABULARY

**I. Complete each sentence with the correct form of a phrasal verb with 'take'.**

1. He _____ his mother; he has blue eyes and fair hair too.
2. The secretary _____ the information her boss was dictating.
3. When Tom retires, he's going to _____ golf.
4. I'm sorry I offend you. I _____ what I said.
5. The electronics company failed to make a profit and was eventually _____ by a larger one.
6. I've explained it to him four times, but he just doesn't seem to _____ it _____.
7. Because of an increase in orders, the factory manager _____ a hundred new workers.
8. We _____ each other the first time we met and have been friends ever since.
9. What I saw in the water was only an old tree. I _____ it _____ the Loch Ness Monster.
10. I wish we could sell the grand piano; it _____ too much space here.

**II. Look at the following idioms with 'take' with their definition. Choose the right phrase to complete the sentences.**

| | |
|---|---|
| A. take pot luck: | *take a risk without prior knowledge* |
| B. take exception to: | *be offended/made angry by* |
| C. take one's pick: | *choose which you like* |
| D. take its/their toll: | *have a bad effect on* |
| E. take sb for a ride: | *cheat or deceive sb* |
| F. take a hint: | *understand what sb is implying* |
| G. take it for granted: | *assume that sth is a fact because it's logical* |
| H. take priority over sth: | *to be considered to be more important than sth* |

1. He _____ the way his neighbour always parked their car outside his garage.
2. Too much work and too many sleepless nights had _____ on his health.
3. We have several kinds of rose for sale, so you can just _____.
4. She's so insensitive that even when you've made the same suggestion two or three times she still can't _____.
5. Derek, remember that doing your homework _____ wanting to watch TV.
6. You never know what the weather is going to be like here – you just have to _____.
7. I was really _____ until he admitted he'd borrowed the uniform that morning.
8. John _____ that we all understood French, and he started reading a French poem by Rimbaud. None of us understand a word.

**III. Complete each sentence with correct particle to form a phrasal verb with 'bring' or 'take'.**

1. When he offered me only £3, I was too taken _____ to say a word.
2. His detailed report brought _____ a change in company policy.
3. Even a child wouldn't be taken _____ by such an obvious lie.
4. Finally she brought him _____ _____ to her way of thinking.
5. So, you've had a bad day at work. But there's no need to take it _____ _____ me. It's not my fault.
6. I think the government will regret bringing _____ such an unpopular law.
7. My friend can take _____ his boss very well.
8. The enemy plane was brought _____ over the desert.
9. She took _____ riding because she wanted to lose weight.
10. At the meeting, someone brought _____ the subject of pre-school education.

**IV. Complete the second sentence so that it has a similar meaning to the first one, using the word provided. You must use between THREE and EIGHT words.**

1. She prides herself on her cooking. PRIDE
She __________________ her cooking.



2. He paid no attention to the 'No Parking' sign. NOTICE
He __________________ the 'No Parking' sign.
3. The needs of the poor should be given more importance than those of the middle classes. PRIORITY
The needs of the poor __________________ those of the middle classes.
4. I'm sure it was something you said that offended her. EXCEPTION
She must have __________________ said.
5. Hearing that song reminded me of my university days. BROUGHT
Hearing that songs __________________ of my university days.
6. Most people find going to the dentist a perfectly normal part of life. TRIDE
Most people __________________ stride.
7. It came as a great shock to him to see her standing there. ABACK
He __________________ her standing there.
8. I have been told that you have been late for work every day this week. BROUGHT
It __________________ that you have been late for work every day this week.

## GRAMMAR

**I. Choose the correct option A, B, C or D to complete each of the sentences.**

1. _____ we got lost driving into the city, we were late for the meeting.
A. Since B. So that C. Consequently D. For
2. I couldn't repair my bicycle, _____ I didn't have the right tools.
A. so B. for C. because D. therefore
3. Once you _____ into a routine, you'll find the work is quite easy.
A. are settling B. have settled C. settled D. will settle
4. _____ the flood has receded, people can move back into their homes.
A. As a result B. Therefore C. In order that D. Inasmuch as

5. Mr. Watson retired from his job early ____ his ill health.

A. because B. due to C. as a result D. for

6. My father is so proud of his cooking. He behaves _____ he were a trained chef!

A. as B. as though C. as much as D. that

7. Remember to wear a helmet _____ your head is protected.

A. in order that B. so as C. that D. to

8. ____ the post office was closed, I couldn't mail my packages.

A. Therefore B. For C. Because D. Consequently

9. Bill's car couldn't start. He, _____, couldn't pick us up for the concert.

A. so B. because of C. since D. therefore

10. Sensible _____ he is, he has acted foolishly in this case.

A. even though B. how C. as D. if

**II. Identify the one underlined expression (A, B, C or D) that must be changed in order to correct the sentence.**

1. They didn't think he had been to visit his birthplace since he is a small child.
A B C D

2. Much as Christmas is one of the great Christian festivals, nowadays it has
A B C
more than a religious aspect.
D

3. When cooking previously frozen vegetables, use about half as much
A
time as you would for fresh vegetables because becoming softer
B C
after they have been kept in a freezer.
D

4. Much as I liked her paintings, I couldn't act as she was Picasso or
A B
someone like that when she clearly was a beginner, though very good for
C D
a beginner, of course.



5. For it was late, they stopped near a stream in order to rest the horses and
A B
so as not to get lost while riding through the forest.
C D

**III. Choose one word or phrase from each pair to complete the text.**

| | | | |
|---|---|---|---|
| *although// and so* | *as easy as // so easy* | *as if // if* | *as much // as much as* |
| *despite // despite the fact* | *so that // whereas* | *though // even* | |

(1) _________ a lot has been written and said about class differences in British society, they no longer mean (2) _________ they used to. Traditionally, the upper classes were wealthy and powerful (3) _________ the lower or working classes were poor. Nowadays, some of the upper classes may still seem to behave and speak (4) _________ their social status continues to be (5) _________ it was for their aristocratic ancestors, but it is no longer based on exclusive wealth and power. Maintaining large houses with lots of servants is not (6) _________ it used to be and, strange (7) _________ it may seem, the new owners of those large houses may speak with distinctly working-class or even foreign accents. (8) _________ that their parents may have been middle or working class, many of today's wealthy Britons achieved success based on education and enterprise, not birth and inheritance.

## REVIEW 4

**I. Choose the word whose stress pattern is different from the others'.**

1. A. literacy B. sanitation C. inequality D. inappropriate
2. A. facility B. participant C. voluntary D. spectacular
3. A. civilization B. solidarity C. cooperation D. humanitarian
4. A. diplomatic B. cordiality C. transnational D. competition
5. A. heritage B. nutrition C. conference D. elegance

**II. Choose the word whose underlined part is pronounced differently.**

6. A. camp B. expand C. establishment D. labor-saving
7. A. supervise B. measure C. houses D. husband
8. A. prehistoric B. non-profit C. sponsor D. processor
9. A. stylize B. high-flying C. dynamism D. hysterical
10. A. peninsula B. accurate C. populous D. regular

**III. Choose the best answer to complete each of the following sentences.**

11. Players may not leave the area without permission _____ the game is being played.
A. despite B. during C. much as D. while

12. Two of the factories in our small town have closed. ____, unemployment is high.
A. Consequently B. Because C. So that D. So

13. ____ I had nothing for lunch but an apple, I ate dinner early.
A. For B. Since C. Due to D. Therefore

14. Bill's favorite show was on. He reached to turn on the TV ____ he could watch it.
A. because of B. therefore C. so that D. for

15. Marianne seemed to take _________ at my comments on her work.
A. annoyance B. insult C. offence D. indignation

16. Having that accident has brought _____ a complete change in his attitude to other people.
A. in B. about C. up D. out

17. I'm not sure how old he is but he must be _____ for 70.
A. going by B. getting up C. getting on D. going off

18. He wasn't sure if he'd be any good at tennis, but actually he took _____ it immediately.
A. after B. on C. in D. to

19. All those late nights must be _____ their toll because Becky looks quite exhausted.
A. taking B. having C. holding D. keeping



20. The local people live at ____ level, growing their own food.
A. survival B. continuation C. living D. subsistence

21. Wildlife _____ organizations are constantly lobbying for an end to the exploitation of the rainforests.
A. upkeep B. maintenance C. reserve D. conservation

22. Having beaten all six challengers, he is now the _____ champion of the world.
A. unchallenged B. undisputed C. unquestioned D. unescorted

23. When in Jamaica, she was able to _____ in some of her favorite activities.
A. enjoy B. rejoice C. involve D. indulge

24. It is a _____ conclusion that figures are going to be worse than last year's.
A. foregone B. foretold C. prearranged D. pre-planned

25. A _____ discussion evolved within minutes of them being introduced.
A. alive B. lively C. vivacious D. animated

**IV. Give the correct form of the word in capital to complete the following passage.**

There was always a creative tension between a growing general climate of liberalisation - culminating in legal (0. LIBERATE) __*liberalisation*__ in the late 1960s and early 1970s, what was termed a 'second wave' of liberalising (26. FEMININE) _____, perhaps best (27. CHARACTER) _____ by the formation of the National Organisation of Women (NOW) and the Equal Rights Amendment (ERA) in the USA; and a more 'liberation' inspired movement with strong roots in the US Civil Rights Movement - and, it must be said, as much (28. ACT) _____ against as working with the more radical political groups of the late 1960s.

To see the (29. BLOSSOM) _____ of the latter, it's most useful to look at (30. PUBLISH) _____ coming out of 'the underground', such as *off our backs* in 1970 in the USA (amazingly still going strong today) and *Spare Rib* in 1972 the UK. It could be argued that *Spare Rib* itself did not really (31. EXPLICITNESS) _____ identify itself as part of the women's liberation movement until its (32. COVER) _____ of the 2007 National Women's

Liberation Movement Conference - before that still working out how much it aimed to be a challenging popular women's magazine and how much an explicitly radical political publication. The fact that *Spare Rib* reached its high point of (33. CIRCLE) _____ and influence in the late 1970s usefully charts the women's liberation movement itself.

It's in 1981, for example, the European Union invited (34. EDIT) _____ from the four leading WLM magazines in Europe (from Germany, France, Italy and UK) to a debate on women's rights in the European Parliament in Luxembourg; and the sheer number of women's (35. INITIATE) _____ in the late 1970s has still to be documented. It is important not to back date views and influence: the 1970s were a crucial time for significant changes in attitudes to women in Western societies.

**V. Choose the right word/phrase given in the box to complete the following passage.**

| | | |
|---|---|---|
| *run for* | *a legal quota* | *very bottom* |
| *hopeful* | *slogan* | *changing* |
| *took the plunge* | *candidates* | *society* |
| *total* | *party lists* | *a better place* |
| *boost* | *full equality* | *poster campaign* |

There are vast posters of women with facial hair plastered all over Istanbul and other cities. Their (36) _____ - 'do you have to be a man to enter parliament?' There are just twenty-four women in the Turkish National Assembly now, a mere four-point-four percent of the (37) _____. The figure has never been much higher. The women's group running the (38) _____ says that's because Turkey is still a very patriarchal (39) _____, a place where politics is seen as man's work and women are far less likely to have the funds needed to (40) _____ election.

Ideally the campaigners want positive discrimination to end that - the introduction of (41) _____ for women MPs. But for this year's general election they're pressuring party leaders, all of them men, to change the way they draw up their (42) _____. Instead of putting a token handful of female



candidates at the (43) _____, campaigners want women in the top slots. They're (44) _____ that would ensure at least ten percent of MPs in the next parliament are women - not the (45) _____ they're after but a start.

Parties traditionally see women (46) _____ as a risk, especially in the less developed east of the country. But campaigners quote a recent poll that they say shows opinions are (47) _____. It suggests more than eighty percent of Turks believe parliament would be (48) _____ with more women there and it shows political parties could (49) _____ their share of the vote considerably if they only (50) _____.

**VI. Complete the passage with correct preposition.**

(51) _____ a colourful and impressive ceremony in the Indian parliament, Pratibha Patil was sworn in (52) _____ India's thirteenth president (53) _____ the Chief Justice of the Supreme Court, the first woman to assume the post. Earlier she received a guard of honour and was driven (54) _____ parliament (55) _____ a ceremonial procession accompanied (56) _____ soldiers mounted on horses.

Speaking to the dignitaries gathered (57) _____ her, President Patil paid tributes (58) _____ those who had fought (59) _____ her country's independence and said that India's democracy was a symbol of hope (60) _____ the rest of the world. (61) _____ president her role will be largely ceremonial; real power rests (62) _____ the Prime Minister - although Mrs. Patil will be commander-in-chief of one of the world's largest armed forces.

She was a surprise choice (63) _____ the top job. Her critics say she lacks political stature and she courted controversy when she suggested that Indian women were forced to wear the veil to protect themselves (64) _____ Muslim invaders - comments she was later forced to retract. But her supporters say she will be a role model (65) _____ millions of Indian women who still face widespread discrimination.

**VII. Fill each of the numbered blanks with one suitable word.**

**FOR A GREEN ASIAN GAMES**

A total number of 141 members of the 16th Asian Games Youth Camp and NOC officials from 20 countries and regions planted 80 trees together on

November 19 as an "Asian Youth Friendship Woods" which (66) _____ cheerful gathering, solidarity and harmony among Asian youths.

Among the officiating (67) _____ was Yang Guoquan, Deputy Director of Forestry Administration and Bureau of Urban Utilities and Landscaping of Guangzhou Municipality. In his speech, Yang Guoquan said that the "Asian Games Friendship Woods" event (68) _____ the welcome of Chinese government and people to Asian youths and (69) _____ sincere wishes of Asian youths (70) _____ the Guangzhou Asian Games. He also said: "I hope the activity can raise the (71) _____ of the youth to protect environment and (72) _____ vigour into a green Asian Games."

After the (73) _____ ceremony, NOC officials and campers from their countries/regions (74) _____ planted saplings together, sowing the seeds of friendship on the soil of Guangzhou city. (75) _____ staff from Forestry Administration and Bureau of Urban Utilities and Landscaping of Guangzhou Municipality, trees planted (76) _____ Adenanthera pavonia, a symbol of friendship, and Heritiera parvifolia, which is an evergreen tree, (77) _____ the friendship between China and all Asian countries and regions will (78) _____ forever.

"Asian Games Friendship Woods", which (79) _____ the friendships between the campers, is a symbol of the Asian youngsters' hopes. "Through planting trees, we give our best wishes to the Asian Games and the Youth Camp. Then we will take the hope of future and (80) _____ friendships we made here back to our countries/regions," said members of the 16th Asian Games Youth Camp.

66. A. hints B. implies C. speculate D. refers
67. A. customers B. clients C. attenders D. guests
68. A. expanded B. extended C. spread D. enlarged
69. A. describe B. illustrate C. demonstrate D. showcase
70. A. downwards B. upwards C. forwards D. towards
71. A. awareness B. recognition C. understanding D. subconsciousness
72. A. sends B. transfer C. inject D. submerge
73. A. starting B. opening C. commencing D. beginning



74. A. repetitively B. successively C. respectively D. subsequently
75. A. According to B. As regards C. As follows D. Concerning
76. A. included B. consisted C. composes D. contains
77. A. pushing up B. nourishing C. reinforcing D. standing for
78. A. last B. lengthen C. extend D. exist
79. A. sees B. witnesses C. observes D. notices
80. A. frank B. honest C. truthful D. sincere

**VIII. Complete the second sentence so that its meaning stays the same as the first one, using the word provided.**

81. In spite of all my efforts, I couldn't persuade Soraya to come to the concert. HARD

No matter _____________, I couldn't persuade Soraya to come to the concert.

82. The students didn't return from the end-of-term party until dawn. BEFORE

It was _____________ back from the end-of-term party.

83. 'If you stay a bit longer, you'll enjoy yourself even more,' said our host of the party. MORE

Our host of the party said that _____________ would enjoy ourselves.

84. After arriving at the airport, we realized our passports were still at home. UNTIL

It was _____________ at the airport that we realize our passports were still at home.

85. She ignored the warnings from her friends. NOTICE

She _____________ the warnings from her friends.

86. She has always had a good relationship with the children. GOT

She _____________ with the children.

87. Don't get depressed because of such a trivial matter. LET

It's such a trivial matter that you ______________________ down.

88. If he had paid more attention to her, she wouldn't have left him. GRANTED

If he ______________________, she wouldn't have left him.

89. We made the most of the sunny weather and had a picnic in the countryside. ADVANTAGE

We ______________________ and had a picnic in the countryside.

90. I admit that I was too critical of the film. BACK

I ______________________ about the film.



## ĐÁP ÁN

# SPEAKING - LISTENING

## TOPIC 1: HOME LIFE

### PART A: Speaking

**I.**

1. fallen out 2. look forward to seeing 3. stand by
4. look up to 5. fed up with 6. takes care of

**II.** Answers will vary.

**III.** Answers will vary.

### PART B: Listening

**I.** 1. extended 2. confirmed 3. distant 4. close-knit
5. dysfunctional 6. late 7. broken

**II.** 1. F 2. T 3.T 4. T 5. T 6.T 7. F 8.T 9.F

**Transcript**

My mom is a rather frightening figure. It seems that we are in different worlds. She likes to show her power over me. She questions me everything. She checks my homework everyday. When I don't know the answer to a question, she hits me hard with her powerful right hand and calls me stupid. She expects of me too much. I know what she has done is good for me but she needs to listen to me. Sometimes, I feel lonely. I need her as my friend, not as my supervisor.

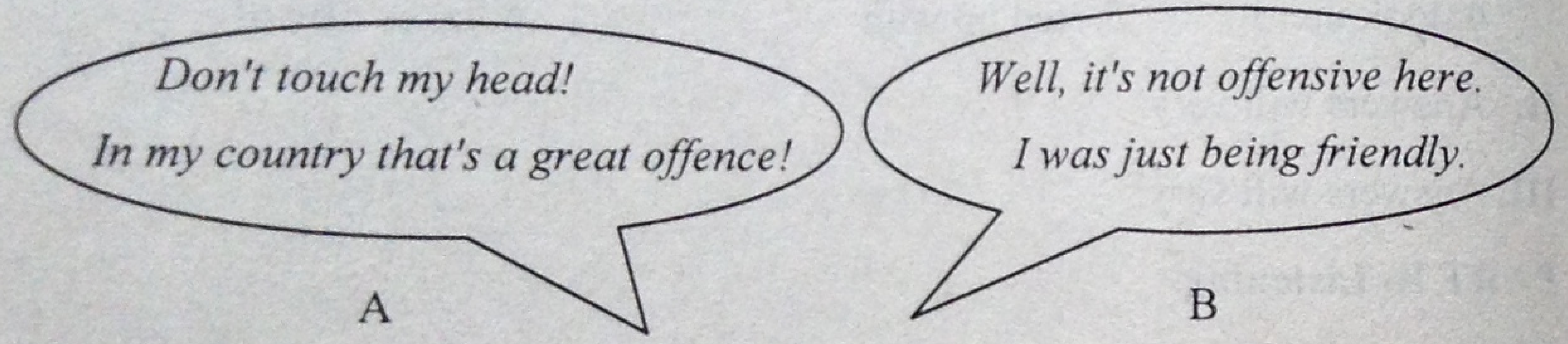
My eldest brother Alex is a happy boy, full of life and with a good sense of humor. He is an eldest son, a favourite of Father, Mother as well as our Grandparents. He is smart with good study results. Alex is always loved by family members and his friends. He is good to me as well. He always explains things to me gently. I know how much he cares about me.

I fear Edgar most. He is a bully, hits Laura and me. He orders us to do things for him and takes our toys and sweets. My sister Laura is my younger sister. We always play together for hours and become very close. We always share with each other our fears and dreams. We are both bullied by Edgar. Sometimes, Alex punishes Edgar for his bad behaviour, but Edgar does not change much.

## TOPIC 2: CULTURAL DIVERSITY

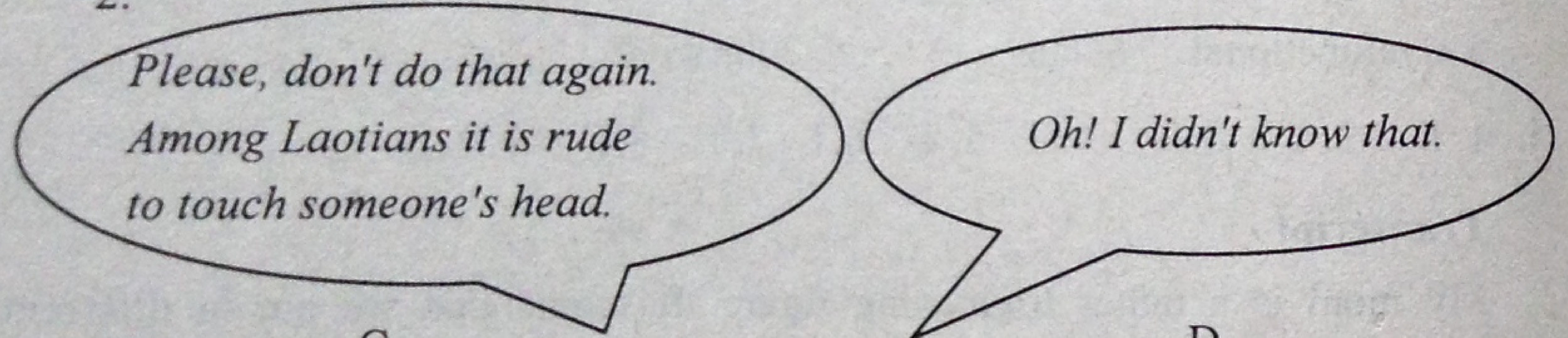
### PART A: Speaking

**I.** 1.



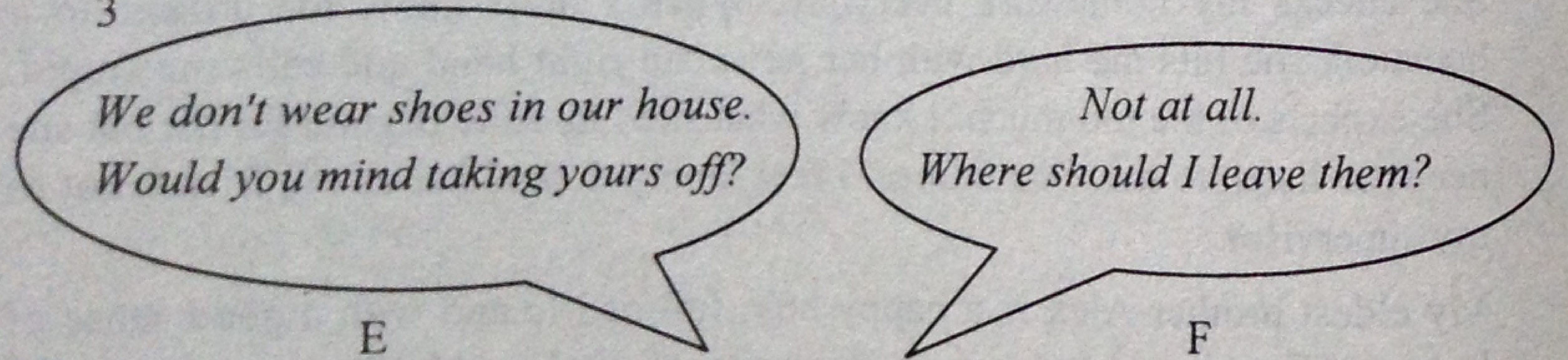

A B

2.




C D

3




E F

**II.** Answers will vary.



**III.** **Rationales for the Alternative Explanations**

**Situation 1:** Rationales for the Alternative Explanations

1. It is a possible answer if the situation happened in a western culture, in which it is unusual to see two people of the same sex walking hand in hand. But it is not true in an Arab culture, where this topic is prohibited. Besides, there is nothing to indicate that his Arab friend is a gay.

2. This is the best answer. In an Arab culture, the act of taking someone's hand in his is a sign of great friendship and respect. However, this is considered unusual in the American or other western cultures.

**Situation 2:** Rationales for the Alternative Explanations

1. It is possible that Jane was feeling paranoid. When one confronts new experiences and new behaviors without a frame of reference, it is common to attach familiar attributions to them, Jane's assumption that Dinorah's physical closeness was sexually motivated; however, it is not accurate. Please select another response

2. There is a phenomenon called the queen bee syndrome in which women that are at the top find ways to keep other woman from reaching the top also: The queen retains power by keeping others away. Although this is a possible explanation for the behavior described, it is doubtful that this fully explained this situation, given that Jane and Dinorah represent different firms. There is a better response.

3. This is the best response. Latin Americans usually stand close to one another than do European Americans in the United States. Whereas the comfortable distance Jane would keep from others in conversation is about 18 inches, the comfortable distance for Dinorah and most Latin Americans is about 10-12 inches. Both Jane and Dinorah were trying to find their comfortable distance.

4. It is a common misconception that most Latin Americans are surrounded by an odor of garlic. There is no indication in the incident that this was the cause of Jane's actions. Please select a different response.

**Situation 3:** Rationales for the Alternative Explanations

1. This is the best answer. Jack interpreted the woman's behavior based on experiences in his own culture, the middle-class urban United States. The cues to which Jack responded were animated conversation, probably interpreted as flirtatiousness, matching and going beyond the level of personal information

revealed, and touching. In some cultures, however, these cues do not carry the meaning that an invitation to go off alone should be forthcoming. Rather, such actions are considered proper social behaviors. Gatherings of male sojourners around the world are filled with stories like this involving female reaction to what the males consider to be expected overtures.

2. Although this is always a possibility, the rate of occurrence of teasing is no greater in the Philippines than in other countries. This does not provide a good explanation for the misunderstanding in this incident. Please choose again.

3. There is no evidence in the story that Jack has ambivalent feelings about his wife. The explanation that his wife is at home so that their children do not have to leave school in the mid year seems reasonable. This is often one reason when man is unaccompanied by their families. Please choose again.

4. In an ideal world, the friend would know that Jack might run into difficulties and would prepare Jack for them. In reality, however, this rarely happened. If Jack had asked his friend about the potential difficulties, using cue words such as "male-female behaviors at parties," which is one area where mistakes may potentially be made, the friend might have been able to tell him some important facts. But his friend cannot be faulted for not volunteering information, given that Jack asked no questions. Please choose again.

**PART B: Listening**

**I.** 1. greeting 2. low 3. Thailand 4. Slouching 5. disrespect 6. offensive 7. Thailand

**II.** 1. T 2.T 3.T 4. F 5. N 6. T 7. N 8. T 9. N 10. N

**Transcript**

Posture and sitting habits offer insight into a culture's deep structure. In many Asian cultures, the bow is much more than a greeting. It signifies that culture's concern with status and rank. In Japan, for example, low posture is an indicator of respect. Although it appears simple to the outsiders, the bowing ritual is actually rather complicated.The person who occupies the lower station begins the bow, and his or her bow must be deeper than the other person's. The superior, on the other hand, determined when the bowing is to end. When the participants are of equal rank, they begin the bow in the same manner and end at the same time. The Thai people use a similar



movement called the *wai*. The *wai* movement –which is made by pressing both hands close together in front of one' body, with the fingertips reaching to about neck level-is used to show respect. The lower the head comes to the hands, the more respect is shown.

In the United States, where being casual and friendly is valued, people often fall into chairs or slouch when they stand. In many countries, such as Germany and Sweden, where lifestyle tends to be more formal, slouching is considered a sign of rudeness and poor manners. In Turkey, putting one's hands in one's pockets is a sign of disrespect. Culture also differs in body orientations they assume during communication. For example, Arabs use a very direct body orientation when communicating .The Chinese, on the other hand, tend to feel uncomfortable with this style and normally will carry out their business in a less direct stance.

The manner in which we sit also can communicate a message. In Ghana and in Turkey, sitting with one's legs crossed is extremely offensive. People in Thailand believe that because the bottoms of the feet are the lowest part of the body, they should never be pointed in the direction of another person. In fact for the Thai, the feet take on so much significance that people avoid stomping with them.

(Adapted from Samovar, Porter, and Stefan, 1998, p.155)

## TOPIC 3: SCHOOL EDUCATION SYSTEM

**PART A: Speaking**

Answers will vary.

**PART B: Listening**

**Task 1.** 1. A 2. A 3. C 4. B 5. B

**Transcript**

A: Good afternoon, I am thinking of sending my daughter to Australia in the summer on a language course. I wonder if you could tell me something about the courses you run.

B: Yes, of course. At the moment, we have several language courses at different places. Do you have any specific questions?

A: In which town do you have summer courses?

B: We offer this course in Brisbane, Sydney, and Melbourne.

A: Great. Brisbane is a great place to us.

B: The course will start next month.

A: How long do the course last?

B: Three months.

A: Will my daughter stay with an Australian family or what?

B: It is up to you. We can organize a home stay for her.

A: How many hours a day of teaching will she get?

B: About 6 hours a day.

A: How much does it cost?

B: $3000.

A: Great. How can I pay it?

B: We accept credit card.

A: Thanks.

B: Hope to welcome your daughter to our centre.

A: I will send the application soon. Talk to you later.

B. Thanks. See you.

**Task 2. University stories**

Speaker 1: A

Speaker 2: E

Speaker 3: B

Speaker 4: D

Speaker 5: C

**Transcript**

Speaker 1: A different approach to learning

"I learnt more in the first six weeks at university than in my three years in polytechnic. The way I was taught in Singapore was to memorise but in Australia I was made to think, analyse and come up with solutions. I was happy that I was learning, rather than memorising, and did well in my studies."

*- Johnny is studying a Bachelor of Commerce in Marketing.*

Speaker 2: 'Makes you an international citizen'

"My education in Australia has helped me to think critically, plan strategically and act practically. But an international education goes beyond that – it makes you a better person as well as a good international citizen. It makes you knowledgeable, provides zest to achieve your goals, as well as strive for excellence, and is the seed for a better future for yourself, as well as for a better world."

*- Indian student, George, studied Management in International Business.*

Speaker 3: 'Satisfied my curiosity for research'

"My university experience in Australia was greatly enjoyable and unforgettable. Primarily it exposed me to some very beautiful ideas and theories, and certainly allowed me to indulge in my passion and satisfy my curiosity for research."

*- Kim studied a PhD in Australia.*

Speaker 4: Insight into other cultures

"As an Accounting major, my experience in Australia provided me with the ability to relate more to other cultures and to see the way they view international business practices. This experience helped me develop my leadership qualities and has given me a greater sense of maturity. It has provided me with insight, therefore making me a better candidate for a job."

*- Charlene studied a Bachelor of Business in Accounting.*

Speaker 5: High teaching standards

"Through this education system, you have exposure to high teaching standards, an approachable faculty, flexible learning and a fantastic atmosphere to grow in."

*- Sameer, from India, studied a Masters in Digital Communications.*

(source: IDP.com)

## TOPIC 4: FUTURE JOB

### PART A: Speaking

**Task 1:**

1. Positive personal qualities: organised, patient, good-humoured, generous, lively, hard-working, caring, loyal, inlelligent, gentle.
2. Negative personal qualities: selfish, disorganised, bossy, agressive
3. Neutral personal qualities: quiet

**Task 2.** Answers may vary.

**Task 3.** Suggested answer

| Applicant | 1-3 | Reasons |
|---|---|---|
| Ian | 3 | Lack of experience, too young |
| Natasa | 1 | Enough experience, right qualifications, has worked in a team, short notice |
| Bred | 2 | Not enough experience, long period of notice |

**Task 4.**

**Task 5.** Answers will vary.

### PART B: Listening

**Task 1.**

Job name:.........**Tutor**........................................
Job Applicant's name:...**Trang**...............................
Cit:y...........**Hanoi**.........................................
Country:.........**Vietnam**..................................
Interests:.........**reading books, listen to music** .......................................
Length of stay:...........**three years**..............................
Skills:.........**good at English and Math**...........................................
College Education: **yes** no
Work experience: **yes** no
Personal qualities: **friendly and patient** .......................................
Salary: **$15 an hour** ..................................................
Reason for applying: **want to earn money and to communicate with children**



**Transcript**

Interviewer: Hi, I would like to ask you some questions?

Applicant: Yes, please feel free to ask me any questions.

Interviewer: What position are you applying for?

Applicant: A tutor

Interviewer: What is your name?

Applicant: My name is Trang.

Interviewer: Where are you from?

Applicant: I am from Hanoi, Vietnam.

Interviewer: What do you do in your free time?

Applicant: I read books and listen to music.

Interviewer: How long are you planning to stay?

Applicant: Three years.

Interviewer: What skills do you have?

Applicant: I can speak English well and good at Math.

Interviewer: Do you have a college education?

Applicant: Yes, I do.

Interviewer: Do you have any work experience?

Applicant: Yes, I have been working as a tutor for three years.

Interviewer: What are your best qualities?

Applicant: I am friendly and patient.

Interviewer: How much are you expecting to earn?

Applicant: I would like to earn $ 15 an hour.

Interviewer: Why do you want this job?

Applicant: Because I want to earn money and I like to communicate with children

**Task 2.**

1. John is a primary teacher. He likes his job.

   Mary is a nurse. She likes her job.

   Alex is a real-estate agent. He doesn't like his job.

2. John: teaches Arts and Math, plays games.

Mary: gives patients medicine and changes their bandages, helps people ready for tests, comforts them.

Alex: shows houses, helps people to decide on a price; suggests small improvements

**Transcript**

**John**

Rosie: What is it like working with children all day, John?

John: It is interesting as they are different everyday and they make a lot of fun.

Rosie: What subjects do you teach them?

John: I teach them Arts and Math.

Rosie: Do they have to learn a lot?

John: No, because they are primary pupils. We want them to learn by playing. We have a lot of outdoor activities. I always play games with them.

Rosie: You must be tired and busy.

John: It sounds like a stressful job. But I really enjoy it. I feel good doing it. I love playing with kids and they always love me.

**Mary**

Anna: What's it like working with sick people all day, Mary?

Mary: It is hard because many patients need a lot of care. They cannot manage it themselves.

Anna: What do you do to them?

Mary: Oh, I give them medicine and change their bandages.

Anna: Anything else?

Mary: I help people ready for tests. Sometimes, I have to comfort them as they are pretty nervous.

Anny: Do you like your job?

Marry: I love my job. It is sometimes stressful but I love to help people and feel good when they are happy.



**Alex**

Peter: How is your job going?

Alex: I am very busy all the time. I work about 10 hours a day

Peter: You mean you show houses to people all day?

Alex: That's only one thing. I also help people decide on a price.

Peter: What else?

Alex: I suggest small improvements.

Peter: Of course. So they can sell the house more quickly.

Alex: Exactly. And there's a lot more.

Peter: Like what?

Alex: Like look for a new job. I work long hours, but I am not making any money. I only sold one small house last month .

## TOPIC 5: ENDANGERED SPECIES

### PART A: Speaking

**Task 1.** 1-G 3-A 6-C 4-E 2-B 5-D 7-F

**Task 2.**

**Task 3.**

### PART B: Listening

**Task 1.** 1. A 2. A 3. B 4. B 5. C 6. A 7. A

**Transcript**

Tour Guide: Hi, every one. It is my great pleasure today to show you around at the Alma Park Zoo. Can you hear me at the back? Great. Now look, in front of you are some red pandas. They are one of the endangered species.

Tourist 1: Wow. They are so beautiful. Do they have another name?

Tour Guide: Yes, they have. The red panda is dwarfed by the black-and-white giant that shares its name. These pandas typically grow to the size of a house cat, though their big, bushy tails add an additional 18 inches (46 centimeters).

The pandas use their ringed tails as wraparound blankets in the chilly mountain heights.

Tourist 2: Do they share the giant panda's habitat?

Tour Guide: Yes, they share the giant panda's rainy, high-altitude forest habitat, but have a wider range. Red pandas live in the mountains of Nepal and northern Myanmar (Burma), as well as in central China.

As you can see, these animals spend most of their lives in trees and even sleep aloft. When foraging, they are most active at night as well as in the gloaming hours of dusk and dawn.

Tourist 3: What do they eat?

Tour Guide: Red pandas have a taste for bamboo but, unlike their larger relatives, they eat many other foods as well–fruit, acorns, roots, and eggs. Like giant pandas, they have an extended wrist bone that functions almost like a thumb and greatly aids their grip.

Tourist 3: You have told us they are endangered species, haven't you? And I wonder why they are in danger. Mm... what causes them to become extinct?

Tour Guide: Red pandas are victims of deforestation. Their natural space is shrinking as more and more forests are destroyed by logging and the spread of agriculture.

Tourist 3: Oh, I see. Thanks

Tour Guide: Now, look! I would like to introduce another endangered species we have got here. It is Tree Kangaroo. Their arms and legs are approximately the same length. Tree Kangaroos also have much stronger fore-limbs to help in climbing the trees they inhabit.

Tourist 1: Wow, where do they live?

Tour Guide: They are mostly found in the rainforests of New Guinea, the far north east of Queensland and nearby islands, usually in mountainous areas. Although mainly found in mountainous areas, several species also occur in lowlands, such as the aptly named Lowlands Tree-kangaroo. Living in the trees, the Tree Kangaroo eats mostly leaves and fruits, though they'll eat out of the trees as well as collecting fruit that has fallen to the ground. The animals will also eat other items such as grains, flowers, sap, eggs, young birds, and even bark. Millions of years ago the early Marcopods (kangaroos) came down from the trees and started to evolve their unique way of living and moving. However, at some point on this evolutionary timescale, the Tree Kangaroos decided to return to the trees,... and no one has yet found out why.

Tourist 2: We need to protect them.

Tour Guide: yes, most Tree-Kangaroos are considered threatened due to lack of habitat, hunting as well as natural predators.

**Task 2.**

Elephants are found in (1) Africa and in Asia (mainly India). African elephants are slightly larger and have much bigger (2) ears. Elephants in Africa are in serious danger: nearly a million have been (3) killed in the last 10 years, and only about 600,000 are left. In Asia, there are only about 50,000 elephants left in the (4) wild. However, Asian elephants are used for transporting (5) timber, so many are now born in captivity. Elephants are killed by (6) poachers for their tusks, which they sell as (7) ivory. Elephant ivory is made into ornaments, piano keys, chopsticks and other objects. In (8)1989, governments of 79 countries agreed to (9) ban all trade in ivory, and this ban came into effect in 1990. Unfortunately, as long as people buy ivory, poaching will continue and elephants will be in (10) danger.

## TOPIC 6: BOOKS

### PART A: Speaking

**Task 1.** 1. appeared 2. deals with 3. give 4. characters 5. closing 6. highly 7.beginning 8. ending

**Task 2.** 1. F 2. K 3. A 4. B 5. J 6. H 7.C 8. E 9. D 10. I 11. L 12. G

**Task 3.** Answers will vary.

### PART B: Listening

**Task 1.**

1. well-structred
2. credit
3. cohesive
4. reflection
5. readers
6. chapter
7. strategies
8. guide
9. limited
10. educator
11. message
12. raises
13. addition
14. conceptualized
15. contribute

**Task 2**

**Passage 1: Use books to bond**

"It's not about reading the words," says Leiderman. "At this age it's about learning to love the interaction with Mom, Dad, or a caretaker." When your child sits in your lap as you read aloud, she doesn't just enjoy books, she also enjoys the security of your undivided attention.

**Passage 2: Set up a ritual**

A regular reading time establishes a calming routine young children love — that's why the bedtime story is a time-honored tradition. But don't forget that many other daily events also provide good reading opportunities. Once in a while try establishing a new ritual with a breakfast story, a bathtub story, a just-home-from-daycare story. Some toddlers (and older children) who are heavy sleepers are much better able to face the day when their parents "read them awake" rather than hustle them out of bed.

**Passage 3: Choose appropriate books**

Toddlers love board books, bathtub books, and pop-up books – any type they can hold easily and manipulate themselves. They love stories accompanied by bright, clear, realistic pictures. And of course they love rhymes. That's not to say your 2-year-old won't appreciate the stories her big brother chooses – who knows, *Rocks and Minerals* may end up being her favorite book. Just make sure she has access to simpler books as well.

**Passage 4: Repeat, repeat, repeat**

Stifle your yawns if you've read *The Very Hungry Caterpillar* every night for the past month and your child still asks to hear it again. Repetition is a hallmark of the toddler years. "The reason children love to read the same stories over and over and over again is that they're so thirsty to learn," says Leiderman. You'll soon find that your toddler has memorized her favorite passages and is eager to supply key phrases herself – both signs of increasing reading readiness.

**Passage 5: Ham it up**

Lose your inhibitions when you read to your child. Growl like the Papa Bear in *Goldilocks*, squeak like Piglet in *Winnie-the-Pooh*. Kids love drama as



much as adults do – in fact, your youngster may love to pretend to be the scary wolf in *The Three Little Pigs*. Encourage her, even if it slows the story's progress. She'll get more out of the story if she's participating actively.

**Passage 6: Follow her interests**

Choose books about her favorite activities — visiting the zoo, swimming, playing ball. Back up your kids' favorite videos and TV shows with books about the characters. You may be mystified by the appeal of *Teletubbies*, but if your child loves the cheery little creatures, she'll love the books about their exploits as well. Follow her lead, but do experiment with a wide variety of books before you decide you know exactly what your child will like. Your little girl who loves dress-up and dolls may, to your surprise, also be the one who asks to hear *Godzilla Likes to Roar* or *Monster Bugs* over and over.

## TOPIC 7: SPORTS

### PART A: Speaking

**Task 1.** 1. a 2. d 3. b 4. c 5. h 6. f 6. g 8. i 9. j 10. e 11. l 12. m 13. n 14. k

| | | | | |
|---|---|---|---|---|
| **Task 2** | 1. game/match | 2. beat | 3.score | 4. referee |
| | 5. games/matches | 6. win | 7. players | 8. lose |

**Task 3**

do: gymnastics, judo, weightlifting, aerobics, yoga, wrestling, athletics

play: games, badminton, billiards, rugby, golf, (table) tennis, chess, baseball, cricket

go: fishing, skiing, bowling, cycling, skateboarding, surfing, snowboarding, climbing, sailing, jogging, swimming, bicycling

### PART B: Listening

**I.** Chelsea finally ended their six-game (1) winless run in the Premier League, (2) beating Bolton 1-0 at Stamford Bridge thanks to a second-half (3) strike from Florent Malouda. The Blues began the evening outside of the top four, seven points adrift of Manchester United, but they may finally have (4) turned the corner heading into 2011.

Only in the (5) inaugural Premier League (6) season has a team gone seven (7) games without victory - and gone on to lift the title. That team was Manchester United, but you cannot imagine Sir Alex Ferguson's side would have been so (8) accommodating to Carlo Ancelotti's struggling (9) outfit, who barely created a chance in the (10) opening 45 minutes.

The Blues had Nicolas Anelka back in their (11) starting XI, but it was Bolton who arguably enjoyed the better moments in a first half that did not produce a single (12) shot on target. Ancelotti responded by sending his team out early from the half-time team talk, and it almost produced instant (13) results as Didier Drogba came as close as anybody to breaking the (14) deadlock.

The (15) breakthrough eventually arrived on the hour and it was Drogba who supplied the assist, rolling the (16) ball into the path of Malouda at the back post for a goal that brought relief around Stamford Bridge. Bolton called for an (17) offside flag against Drogba, but that did not concern Ancelotti who greeted the goal with raised arms and (18) pumped fists. (Source: soccernet.com)

## TOPIC 8: YOUTH

### PARTA: Speaking

**Task 1** 1. won 2. brilliant/great 3. Made 4. preserves 5. Improvement 6. continued 7. present 8. excellent 9. life 10. achievements

**Task 2.** 1. B, 2. D, 3. G, 4. E, 5. F, 6. H, 7. J, 8. L, 9. K, 10. A, 11. M, 12. I, 13. N, 14. C

### PART B: Listening

**I.** 1. National Conference Centre 2. define direction 3. young representatives 4. ethnic groups 5. 32 years old 6. 16 years old 7. congratulations 8. science and technology

**Transcript**

**Sixth Representative Congress of the Vietnam Youth Union opens**

The 6th Representative Congress of the Vietnam Youth Union began its first working day at the My Dinh National Conference Centre in Hanoi on April 26 to review the past term and define direction for the new term. Present were one thousand young representatives from Vietnam and abroad, the highest figure compared with previous congresses. They represent 54 ethnic groups nationwide, 85 delegates belonging to different religions, and 345 representing women. The number of delegates having university level education and above occupies over 77 percent, the average age is 32 and the youngest 16 years old. General Vo Nguyen Giap himself wrote a letter of congratulations to the congress.The focus of discussion in the afternoon was on mastering science and technology, volunteering for social welfare, protecting the environment, improving the community's health care, as well as strengthening the Vietnam Youth Union by enlarging its membership.

**II. Parent trouble**

We want to help our (1) teenager daughter. She was (2) unenthusiastic about things in her life and was not enjoying things she was doing. We wanted to (3) encourage her to talk to us more. First, we talk to several other parents about their situations. Then we acted out common problems and put ourselves in the (4) positions of our children. We tried to explore ways in which both parents and the children would (5) co-operate more. A lot of what we learnt was common sense such as (6) listening to our children more. We also learn to (7) praise our children more. Sometimes parents find it easy to (8) criticise and forget to praise the good things. We also learnt to talk about things in advance before a problem became too large. This way, the (9) argument is finished before the problem is too big. We also learnt the importance of rules and (10) nominating time for doing things to be done. Before, we felt (11) uncomfortable doing this because we had been teenagers ourselves in the liberal 60's. They did not mind at all. They were (12) pleased. Now they say they can (13)notice a difference in our (14) attitude. Sometimes, that laugh and say," We know what you are doing, you are trying to praise (15) constructively, aren't you?" But praise is a very powerful thing. No one can resist it. It always works. (Source: Timesaver reading lesson)

# READING

## TOPIC 1: HOME LIFE

### Reading 1

1. D  2. H  3. G  4. C  5. F  6. E  7. C  8. D
9. B  10. B  11. C  12. B  13. C  14. B  15. A

### Reading 2

1. E  2. F  3. A  4. D  5. B  6. B  7. B  8. C
9. A  10. C  11. B  12. A  13. C  14. A  15. B

## TOPIC 2: CULTURAL DIVERSITY

### Reading 1

| | |
|---|---|
| 1. The Americans | i, ii, viii, xii, xvii |
| 2. The Africans | iv |
| 3. The French | i, xiv |
| 4. The English | vi, xi |
| 5. The Japanese | vi, xiv |
| 6. The Arabs | xiv |
| 7. The Scandinavians | xi |
| 8. The Germans | x, xi, xvi |
| 9. The Chinese | vi, |
| 10. The Brazilians | xii |
| 11. The Indians | iii, xv |
| 12. The Israelis | ii |
| 13. The Filipinos | vii |
| 14. The Spanish-speaking Latin Americans | vi |
| 15. The Austrian | v |



16. offensively blunt
17. monochronic
18. traditional values
19. high
20. individualist cultures

### Reading 2

1. differences
2. homesickness
3. (making) comparisons
4. accept differences
5. self-assurance/ confidence

**Questions 6-10:**

6. F  7. NG  8. T  9. F  10. NG
11. A  12. B  13. D  14. C  15. C

## TOPIC 3: HIGHER EDUCATION

### Reading 1

1. E  2. F  3. B  4. A  5. NG  6. T  7. F  8. NG
9. T  10. T  11. B  12. D  13. C  14. A  15. C

### Reading 2

1. 40 percent  2. India/ China
3. India/ China  4. tops/ has topped
5. employment opportunities  6. English
7. international students  8. second
9. research experience  10. a quarter
11. 8.5 percent  12. cost (money)/ time
13. cost (money)/ time  14. tight restrictions  5. subfields
16. T  17. NG  18. NG  19. F  20. F

## TOPIC 4: FUTURE JOBS

**Reading 1**

1. B 2. B 3. D 4. D 5. A 6. C 7. A 8. C 9. D 10. D

11. digital revolution

12. ageing societies

13. popularity

14. high-touch

15. breakthrough

**Reading 2**

| | |
|---|---|
| 1. Lottie | ii, vi, |
| 2. JoJo | iv , vii |
| 3. 72% of respondents | viii |
| 4. 87% of respondents | iii |
| 5. 65% of respondents | i |
| 6. Business leaders | x |
| 7. Dr. Grand Cow | v, ix, x |

8. A 9.B 10.C 11. B 12. B 13. D 14. A 15. A

16. Career Launch

17. Options

18. Achievement/ strengths/ skills

19. Achievement/ strengths/ skills

20. Achievement/ strengths/ skills

## TOPIC 5: BOOKS

**Reading 1**

1. G 2. K 3. N 4. B 5. L 6. F 7. O 8. D 9. A 10. I

11. B 12. A 13. B 14. B 15. D 16. A 17. C 18. A 19. D 20. C



**Reading 2**

1. T 2. NG 3. F 4. NG 5. F 6. T 7. NG

8. time/ patience 9. emotions 10. attention span

11. stocking 12. chores

13. B 14. C 15. A 16. D 17. B 18. A 19. D 20. C

# WRITING

## UNIT 1: DISCOVERING THE ACADEMIC ESSAYS

### A – STRUCTURING AN ESSAY

I. The short essay is more interesting because it has more details. The more the reader learns about Uncle Keith, the more real he becomes in the reader's mind.

II. 1. In the short essay introduction there are details about the members of the writer's family. The paragraph only mentions Keith.

2. Keith looks like an interesting, old man now.

3. There are details about his physical appearance.

4. Keith has an interesting life story.

5. There are details about the places he visited.

6. The concluding paragraph tells more about the writer's feelings about Keith, why he is interesting, and hoping to learn about the tattoo.

III. 1. controlling 2. paragraph 3. main idea 4. essay

5. topic 6. introductory 7. concluding 8. conclusion

### B – WRITING THE THESIS STATEMENT

I. • **Being the oldest son has more disadvantages than advantages.**

– Topic: Being the oldest son

– Subtopics: disadvantages and advantages

– Order of importance

- The large movement of people from rural to urban areas has major effects on a city's abilities to provide housing, employment, and adequate sanitation services.

– Topic: Major effects of large movement of people to urban areas

– Subtopics: effects on housing, employment, and sanitation services

– Order of importance

- The status of women in Viet Nam has changed remarkably in recent years in the areas of economic independence, political rights, educational opportunities, and social status.

– Topic: Status of Vietnamese women

– Subtopics: economic independence, political rights, educational opportunities, and social status

- Order of importance
- Young people in my generation have more freedom than my grandparents' generation not only in their choice of life- style but also in their choice of careers.

– Topic: Young generation

– Subtopics: more freedom in choice of life style and careers

– Order of importance

**II.** 1. F 2. N 3.F 4. ✓ 5.N 6.F 7.✓ 8.✓ 9.F 10.✓

**III.** 1. Capital punishment should be abolished not only because it deprives another person of life but also because it does not stop crime.

2. Drug and alcohol abuse among teenagers can be **of the following causes**: lack of parental supervision, lax enforcement of drug laws, and the social and psychological problems of teenagers themselves.
3. Women generally live longer than men **for two main reasons**: they tend to take better care of their health, **and** they have better resistance to stress.
4. In choosing a major, a student has to consider various factors, **such as** personal interest, job opportunities, and the availability of training institution.
5. An architect should be **both** an artist **and** an engineer.



**IV.** *Answers will vary*

## C – WRITING AN ESSAY INTRODUCTION

**I.** - How many sentences are there in the introduction? *3 sentences*

- What does each sentence aim to inform the readers? ***The 1st introduce the topic of the essay; The 2nd presents the author's opinion of the topic. The 3rd are the two supporting points for his opinion.***

- How will the rest of the essay be organised as indicated in the introduction? ***The body of the essay will consist of 2 paragraph providing further supporting details for the two main points.***

- How is the introduction organised? ***from general to specific***

**II. 1.** **General ideas (General statement):**

*Most Americans would probably say that their language comes from England but English vocabulary has been influenced by other countries.*

**Specific idea (Thesis statement):**

African Americans, too, have both contributed new words to English and changed the meanings of some existing words.

**2.** **General ideas (General statement):**

Any person who has lived in the twentieth century has seen a lot of changes take place in almost all areas of human existence. Some people are excited by the challenges that these changes offer; others want to return to simpler life-style of the past.

**Specific idea (Thesis statement):**

The twentieth century has certain advantages such as higher living standard for many, but it also has some disadvantages such as polluted environment, the depersonalization of human relationships, and the weakening of spiritual values.

**III.** 1. a personal story 2. interesting facts 3. a well known quotation

The thesis statements

1. *The United States can be divided into six general regions that have their own characteristic foods influenced by the cultures of the people who live there.*
2. *As a result of human population growth, deforestation, and hunting, the number is koalas has declined.*
3. *No two Taoist gardens are exactly alike, but all Taoist gardens include four essential elements: water, mountains, buildings, and bridges.*

**IV.** Paragraph 1: ***Correct order: 5- 2- 3- 6- 1- 4***

Paragraph 2: ***Correct order: 2- 3- 1-6- 5 - 4.***

Paragraph 3: ***Correct order: 2 -3 -1-4***

**V.** 1. I prefer to relax when I am on vacation. I prefer this because it helps me to forget about the stresses of everydaylife,gives me an opportunity to rest and regain my energy, and allows me time for leisure activity such as reading

2. I think that teenagers should not be allowed to buy alcohol. They are not willing to drink responsibly, they are more likely to drink and drive, and they are at risk of putting themselves in danger.

3. I disagree with the idea that people put too much value on their appearance. It is important to have a good appearance because it helps you feel good about yourself, helps you look more professional at work, and make you feel more approachable to others.

4. I believe that space exploration is relatively unimportant for three main reasons: scientists can gather a lot of data about space from earth; other planets and solar systems are too far away to travel to; and money spent by the governement on space exploration would be better spent on other things.

5. *Answers will vary*

## D – OUTLINING THE ESSAY BODY

**I.**

| | |
|---|---|
| I | INTRODUCTION |
| | I.1. Topic: The importance of first impression |
| | I.2. Thesis statement: *it is best not to judge people based solely on our first impressions of them* |
| II | BODY |
| A | Paragraph 1 |
| | 1. Supporting point # 1: *no one is a perfect judge of character.* |
| | 2. Evidence for Supporting Point #1: *the author's personal experience of wrongly judging his room mate.* |
| B | Paragraph 2 |
| | 1. Supporting point # 2: *everyone has bad days* |
| | 2. Evidence for Supporting Point #2: *the example of his brother who behaves differently when he is feeling unwell.* |
| III | CONCLUSION |
| | *I feel it is best to reserve judgment until you know a person a little better* |



**II.**

| | | | | |
|---|---|---|---|---|
| a. S2 | e M2 | h S2 | k. S1 | |
| b M1 | f S1 | i.S3 | l. C | |
| c S2 | g S1 | j. T | m. M3 | d. S3 |

**III.**

I. Thesis statement: Practicing yoga regularly can be good for your mind, your body, and your emotions

II. Physical benefits.

A. Improves blood circulation

B. Improve digestion

C. Make you strong and flexible

III. Mental benefits

A Improves concentration

B. Develops clear thinking

C. Helps you feel calm and peaceful

IV. Emotional benefits

A Reduce fear, anger, and worry

B. Develop self confidence

V. Conclusion: Therefore, to build mental, physical, and emotional health, considering practicing yoga.

**IV.** *Answers will vary*

## E – WRITING AN ESSAY CONCLUSION

**I.** 1. *In conclusion*

2. *Sentence 2 and 3*

3. *Sentence 1*

**II.** a. 3, b. 1, c. 5, d. 2, e. 6, f. 4

**III.** Read the brief sample essay below

- Main idea: Whenever I go to the beach, I prefer to swim and play in the ocean rather than lie in the sun and tan.

I. Supporting detail #1: There is much more fun to be swimming in the ocean than simply lying in the sun.

II. Supporting detail # 2: Also, being in and out of the cool water helps protect you from the sun's potentially harmful rays

III. Supporting detail # 3: Finally, swimming and playing in the ocean is an excellent source of exercise.

1. In conclusion, I much prefer swimming in the ocean to lying in the sun when I go to the beach.
2. Compared to just lying in the sun, swimming in the ocean is more fun, it offers better protection against sunburn, and makes for great exercise.

**IV.** *Answers will vary*

## UNIT 2: PATTERNS OF ESSAY ORGANIZATION

### A – CAUSE AND EFFECT ORDER

**I.** *Answers will vary*

**II.** *Answers will vary*



**III.**

INTRODUCTION

Women's greater independence and recognition can be traced to two events: the development of effective birth control and the invention of labor-saving devices for the home.

BODY

Cause #1

The development of effective birth control methods, freeing women from the endless cycle of childbearing and rearing.

Cause #2

The development of merchanised labour-saving devices for the home, resulting in more leisure time and freedom for women.

**Transition paragraph**

These two events planted the seeds of great change in society, and the effects of this change are being felt in the family and in business.

Effect #1

The greater independence of women today is being felt in the home. The traditional husband-wife relationship is undergoing a great transformation.

Effect # 2

The effects of women's liberation are being felt not only in the home but also at the job site. More women have been employed and entered the new high – technology industries.

CONCLUSION

In conclusion, women are acquiring greater independence, which is causing sweeping changes at home and at work.

IV.

WINTER

↓

Decrease or absence of sunlight

↓

| Body produces less melatonin and serotonin | + The natural body clock is disturbed |
|---|---|

↓

Tiredness, oversleeping, weight gain, anxiety, irritability

V. ***The cause structure words are underlined and bold.***

1. **Due to** the ability of computers to keep records of sales and inventory, many big department stores rely on them.
2. A medical computer system is an aid to physician **because of** its ability to interpret data from a patient's history and provide a diagnosis.
3. War, famine, and ethnic violence have **caused** a flood of refugees in the past fifty years.
4. Hollywood movies are known for their special effects **because** American audiences seem to demand them.
5. **Since** European audiences seem to prefer movies that explore psychological or philosophical issues, European movies are generally quieter and more thought – provoking.
6. Smog **results from** chemical air pollutants being trapped under a layer of warm air.
7. The patient's death was **the result of** the doctor's negligence.
8. Little is known about life on the ocean floor, for scientists have only recently developed the technology to explore it.
9. **One effect of** prolonged weightlessness is the loss of muscle tone, which can be a problem for astronauts who spend long periods of time in space.



VI. ***The effect structure words are underlined and bold.***

1. The performance of electric car is inferior to the performance of cars with conventional internal combustion engines; **consequently,** some improvement s must be made in them if they are become popular.
2. However, electric cars are reliable, economical, and nonpolluting; **therefore** the government is spending millions of dollars to improve their technology.
3. Electric cars use relatively inexpensive electricity for power**; thus,** they cost less to operate than cars that use gasoline.
4. The cost of gasoline is rising**; as a result**, some automobile manufacturers have begun to produce electric models.
5. His refusal to attend classes **resulted in** his dismissal from the school.
6. **The cause of** the patient's death was the doctor's negligence.
7. It has been documented that heavy cigarette smoking **affects** the hearts as well as the lungs.
8. Cold water is denser than warm water and will**, therefore**, sink.
9. Fresh water is less dense that salt water**, so** it tends to float on the surface of a body of salt water.

VII. 1. E ---- Cancer is increasing in industrialized nations.

C ---- Air pollution and the use of chemicals in food are increasing in these countries.

⇒ *Air pollution and the use of chemicals in food are increasing in these countries; as a result, Cancer is increasing in industrialized nations.*

2. C --- The saltiest water is found at the bottom of the ocean.

E --- Salt water, being denser than fresh water, sinks.

⇒ The saltiest water found at the bottom of the ocean is denser than fresh water, and will, therefore, sink.

3. C --- Heat energy is carried by electrons.

C --- Metals have many free-moving electrons.

E --- Metals are good conductors of heat.

⇒ Since hear energy is carried by electrons, metals containing many free – moving electrons are goof conductors of heat.

4. C --- Some businesses have flexible working hours.

E --- Productivity has increased.

E --- Absenteeism has declined.

⇒ Flexible working hours have resulted in increased productivity and decreased absenteeism.

5. E --- Radiation escaped into the atmosphere.

C --- The Chernobyl nuclear power plant had no confinement shell.

⇒ The Chernobyl nuclear power plant had no confinement shell; thus, radiation escaped into the atmosphere.

6. C --- Operator at the Chernobyl plant disregarded safety rules.

E --- The nuclear reactor underwent a meltdown.

⇒ Operator at the Chernobyl plant disregarded safety rules; consequently, the nuclear reactor underwent a meltdown.

7. C --- During a weather phenomenon known as El Nino, a mass of warm water flows eastward across the Pacific Ocean toward South America.

E ----The temperature of the water off the coast of Peru rises as much as 10°F

⇒ Because during a weather phenomenon known as El Nino, a mass of warm water flows eastward across the Pacific Ocean toward South America, The temperature of the water off the coast of Peru rises as much as 10°F

8. E --- Weather around the world changes.

C --- During the El Nino, the jet stream blows in a different pattern.

⇒ The jet stream blows in a different pattern during the El Nino is the result of the worldwide weather changes.

9. C --- Heavy rains fall in some areas of the world.

E --- Devastating floods and mudslides happen.

⇒ Devastating floods and mudslides are caused by heavy rain falls in some areas of the world.

10. E --- Thousands of people suffer starvation.

C --- Drought happens in other parts of the world.

⇒ Drought causes thousands of people to suffer starvation.

**VIII.** *Answers will vary*



## B – COMPARISON AND CONTRAST ORDER

I. 1. They both present similarities and differences between two job offers.

2. They are most different in their organizational pattern of each

3. Outline A follows block organization and Outline B follows point-by-point organization.

II. 1. The United States operates under a two-party system, just as Great Britain does.

2. The British Parliament has two separate houses, the House of Commons and the House of Lords; **similarly,** the United States Congress has two separate houses, the Senate and the House of Representatives.

3. The U.S. House of Representatives and the U.S. Senate **are similar to** the British House of Commons and House of Lords.

4. **Both** the members of the U.S. House of Representatives **and** the British House of Common are elected by district.

5. In Great Britain, the cabinet is appointed by the prime minister; likewise, the U.S. president appoints the cabinet.

III.1. The chief executive in Great Britain is called the prime minister; in contrast, the chief executive in the United States is called the president.

2. In the United States, the president fulfills the functions of both political leader and head of state, **whereas** the two functions are separate in Great Britain.

3. In other words, Great Britain has both a monarch and a prime minister, **while** the United States has only a president.

4. The United States has a written constitution; **on the contrary**, Great Britain has no written constitution.

5. The members of the U.S. senate are elected; **however,** the members of the British House of Lords are appointed or inherit their position.

IV. *Answers will vary*

## UNIT 3: DESCRIBING APPROXIMATE DATA

**I.** The description has too much data presented as percentages – it is repetitive and copies almost directly from the graph.

**II.** Use an alternative below to express the percentages that follow.

| | | | | | |
|---|---|---|---|---|---|
| a. a tenth | b. a fifth | c. a quarter | d. slightly more than a fifth | e. slightly less than a third | f. a third |
| g. nearly half | h. half | i. over half | j. three quarters | k. just over three quarters | l. the vast majority/ almost all |

**III.**

| | | | | | |
|---|---|---|---|---|---|
| 1. all | 2. the vast majority | 3. the majority | 4.many<br>5. a considerable number | 6. a minority<br>7. a few | 8. very few<br>9. almost none |

**IV.** *Answers will vary.*

**V.** 1.B 2.C 3.D 4.A 5.E

**VI.** *Answers will vary.*

## UNIT 4: COMPARE AND CONTRAST DATA

**I.** 1. D, C 2. C, B 3. B, A 4. A 5. C, D 6. E 7. C, D 8. E

**II.** 1. Germany and Russia consume similar amounts of oil. Russia uses 949 m barrels, slightly less than Germany's 985 m barrels.

2. There is a marked contrast between CO2 emissions in the North and the South. The South produces over twice as much CO2 as the North

3. Nearly half the electricity produced in Europe is generated by Britain, Sweden and Belgium. The largest producer of the three is Britain, which supplies 26% of all electricity.



4. Both China and the USA consume significantly more than they produce. China consumes approximately three times as much steel as it produces, while the USA consumes roughly four times its production.

**III.** 1. In contrast to
2. The widest/ the most significant
3. as great as
4. In comparison
5. A wide disparity
6. The largest amount/ quantity

**IV.** 1. Percentage of fuel used to produce electricity

2. Belgium and Sweden highest for nuclear use with Italy having none. Germany and Britain similar use of coal and lignite, and much higher than other countries. Italy had by far the greatest proportion of petroleum products. Sweden produces almost half of its electricity from hydro and wind- over twice that of Italy. The remaining countries using it only very little. Significant use of other fuels

3. Two possibilities

– By fuel type

– By country

## UNIT 5: MULTIPLE DIAGRAMS

**I.** Diagram A: approach 2

Diagram B: approach 1

**II.** (1)

• Share of global manufacturing

1. US
2. Germany
3. Us, China
4. China increasing, US decreasing
5. Overall it can be seen that China's share of global manufacturing is increasing whereas the US's share is decreasing

- Share of world export

1. US
2. Japan
3. China, Japan
4. China increasing, Japan decreasing
5. Overall it can be seen that China's share of world exports is increasing whereas Japan's share is decreasing.

(2) *Answers will vary*

**III.** *Answers will vary*

**IV.** (1). All, most, the (vast) majority, many, equal numbers of, a minority of, (very) few, more, none

(2). *Answers will vary*

**V.** By industry or by time of work; Time of work would make comparison easier and would be a more logical plan

**VI. Suggested answer**

The diagram show the pattern of work for workers employed in four industries (catering, retail, transport, and finance). First, looking at daytime work, the vast majority of finance staff work at this time (82%) whilst well under half of retail and transport workers follow this pattern (45% and 39% respectively). Conversely, only slightly over one fifth of catering employees work in the day with 35% working at the weekends, which is a similar proportion to retail staff at 30%.

For the catering, finance and retail sector, only a minority work at night (13%, 5%, and 4% respectively).

In contrast, a third of transport staff is employed at night, which is almost equal to the numbers working in the day. Finally, for catering, transport and retail the numbers in the evening work is approximately the same as those in weekend work. For the finance sector, evening work is equal in size to the combined total of night and weekend work.

To sum up, it can be seen that there is a wide variation in work patterns in the four sectors with only the finance sector employing the majority of workers in daytime work.



# PHONOLOGY – VOCABULARY – GRAMMAR

## UNIT 1: HOME LIFE

### PHONOLOGY

I. 1. B 2. D 3. C 4. A 5. A

II. 1. B 2. A 3. D 4. D 5. C

### VOCABULARY

I. 1. a 2. e 3. g 4. i 5. d 6. f 7. k 8. c 9. j 10. b

II. 1. A 2. B 3. D 4. B 5. B 6. B 7. C 8. D 9. A 10. C 11. D 12. D 13. A 14. B 15. C

### GRAMMAR

I. 1. only costs 2. We're having 4. You're always coming
4. I recognize 5. you're not watching 6. involves
7. aren't eating 8. really resembles 9. is constantly leaving
10. slow down and pull in

II. 1. every 2. time 3. moment 4. times 5. days
6. right 7. Now 8. for 9. being 10. still

III. 1. D 2. C 3. A 4. B 5. A
6. B 7. D 8. B 9. A 10. A

IV. 1. if it would be possible to extend his
2. wouldn't have to give her a lift
3. asked her what the car dealer had told
4. complained to me that she was always moaning
5. invited me to a show with him that
6. causing / having caused harm to

7. congratulated me on passing
8. apologised for forgetting to
9. (that) Maria should put off her marketing trip
10. him to run through his speech

## UNIT 2: CULTURAL DIVERSITY

### PHONOLOGY

I. 1. /t/ 2. /d/ 3. /id/

II.

| Walked /t/ | Loved /d/ | Started /id/ |
|---|---|---|
| chanced, passed | engaged, obliged, dined, shared, entertained, buried | instructed, landed, crowded |

### VOCABULARY

I. 1. reflected 2. face-to-face 3. blunt 4. individual 5. confrontations
6. encounters 7. letting off 8. consequence 9. nature 10. respond

II.

| | |
|---|---|
| un- | unattainable, unprepared, unaware, unconscious, unlikely, uncomplicated, unable, unenthusiastic, undo, unwrap, unconfirmed, undamaged, uncommon, unemployment, unused |
| im- | improbable, imptient, imperfect |
| il- | illegitimate, illegible |
| in- | inaccessible, inexpensive, incapable |
| ir- | irresitible, irrational |
| dis- | disused, disembark, disprove, dismount, disapprove. disincentive |
| non- | non-existent, non-resident |
| anti- | anticlockwise, anticlimax |
| mis- | misused, misudnerstand, miscast |
| de- | declassify, debriefing, decentralise |



III. 1. insensitive 2. equal 3. unjustified 4. injustice 5. invalid
6. invaluable 7. unbearable 8. unpredented 9. insufficient 10. unprintable

### GRAMMAR

I. 1. know 2. have been having 3. have been turning 4. involves
5. heard 6. holds 7. have turned up 8. was passing
9. thought 10. didn't believe 11. has studied 12. has heard
13. find 14. stayed 15. found 16. race
17. is waiting 18. run 19. haven't eaten 20. were enjoying

II. 1.correct 2. owned- went 3. correct 4. correct
5. explored – went 6. built 7. correect 8. are you going to do

III. 1. was looking forward to 2. will have done
3. hasn't snowed 4. you feel like
5. was happening 6. have been expecting you
7. haven't fixed 8. supported you

IV. 1. B 2. C 3. B 4. A 5. C 6. A 7. D 8. B 9. B 10. B

## UNIT 3: SCHOOL EDUCATION

### PHONOLOGY

I. 1. o0 2. 0o 3. o0 / 0o 4. 0o / o0 5. 0o/ o0/ 0o

II. 1. D 2. A 3. B 4. D 5. D

### VOCABULARY

I. 1. conference 2. pressure 3. nurtured 4. passing 5. parenting
6. indulged 7. curriculum 8. qualifications 9. shelter 10. tough

II. 1. inspection 2. violence 3. leadership 4. outragous 5. uncontrolled
6. latest 7. properly 8. councilors 9. successful 10. unsatisfactory
11. remarkably

**III.** 1. virtually 2. highly 3. undoubtedly 4. categorically
5. fully 6. unreservedly 7. entirely 8. unconditionally
9. sorely 10. incredibly 11. allegedly 12. wholeheartedly
13. blissfully 14. bitterly 15. ridiculously

## GRAMMAR

**I.** 1. had written down – wouldn't have happened 2. lived – would be
3. don't punish – will commit 4. hadn't been – would be
5. had-would lend 6. touch – won't bite
7. had – were 8. decide – calls
9. hadn't missed – would have been killed 10. have finished – clear

**II.** 1. e 2. h 3. b 4. i 5. g 6. d 7. c 8. a 9.f

**III. A.**

1. Supposing there was an earthquake what would you do?
2. If it hadn't been for the night watch man, the fire wouldn't have been brought under control.
3. No fewer than 2000 visitors is needed so as to make profit for the new leisure center.
4. The escaped prisoner is rumored to be living in Spain.
5. Completed application form must be handed in by Friday.
6. Danny was expelled from school for bad behaviour.
7. In my mind roast turkey is associated with Christmas.
8. Peter always confides in me.
9. Inventors object to their ideas being copied.
10. She was made to hand over her notebook.

**IV.** 1. C 2. A 3. C 4. D 5. D 6. A 7. C 8. B



## REVIEW 1

**I.** 1. A 2. C 3. C 4. C 5. B

**II.** 6. C 7. D 8. C 9. D 10 A

**III.** 11. classless 12. streaming 13. gifted 14. potential 15. elite
16. priviledged 17. labelled 18. inferiority complex 19. divisive
20. conventional 21. spontaneity 22. cram

**IV.** 23. C 24. A 25. B 26. C 27. B 28. A 29. B 30. B
31. D 32. D 33. B 34. A 35.B 36. D 37. C

**V.** 38. dis 39. en 40. re 41. over 42. un 43. dis 44. in 45. de 46. mis 47. sub

**VI.** 48. permissive 49. adolescence 50. formative 51. wild 52. responsible
53. possessive 54. rebelliouness 55. suppress 56. upbringing 57. wisedom

**VII.** 58. succeeded 59. with 60. at 61. confronted 62. apply
63. distracted 64. accounted 65. from 66. from 67. resort

**VIII.** 68. happens- meet 69. found- had lost
70. was ( had been) considering- have changed
71. was made – read-seemed- didn't read
72. will have set73. leaves 74. bought- had been accepted
75. don't expect- have you been doing (done)
76. went- sank – hasn't been invited
77. has been raised – hasn't been reached

**IX.** 78. I doubt whether Paul knows the answer.
79. The new plans for the school have been met with authorities' approval.
80. Three important areas in the study of evolutionary factors of language have been revealed in recent studies.
81. She insisted that those who worked in reception had to be businesslike.
82. Ever since his accident, Philip has been unable to make his decision.
83. Not until Micheal was 23 years old did he return to his hometown.
84. Further information can be obtained/ given by sending a SAE to the address.

X. 85. A- likely 86. B-sought 87. A-had read
88. B- finish 89. C- was 90. C- are

## UNIT 4: FUTURE JOB

### PHONOLOGY

II. 1. C 2. D 3. A 4. A 5. C

### VOCABULARY

I. 1. priest 2. cinema usherette 3. nurse 4. fireman 5.newspaper reporter

II. a. 8 b. 4 c. 10 d. 1 e. 2 f. 6 g. 7 h. 9 i. 5 j. 3

III. 1. made enquiries 2. do harm 3. did credit 4. doing a hundred
5. makes a difference 6. made provision 7. point make 8. do a favour.
9. making ends 10. made way

IV. 1. job- career- career- job- job 2. career- job- career 3. job
4. work 5. work 6. career

### GRAMMAR

I. 1. to address 2. took us 3. he spoke 4. gave him for 5. what was
6. which case I'll 7. everyone looks 8. whose identity has
9. who had not been 10. where there was

II. 1. I can't remember when it last rained heavily.
2. The police have no idea where the jewels are.
3. On taking up her new post, Prof. Grant gave a party.
4. Whoever told you you were clever was kidding you.
5. I waited for him until 6.30, at which point I gave up.
6. There was not a single house in the street which had escaped undamaged.
7. Shouting at the top of his voice, he rushed out of the room, which was typical.



8. The whole summer was sunny and warm, which was a change.
9. That was when I realized that I had left my wallet at home.
10. Anyone who understands this book is cleverer than I am.

III. 1. A- that 2.C- which 3. B- that 4. D- which
5. D- which 6. C- most of whom 7. B- what 8. C- which
9. C- X 10. C- both of which

## UNIT 5: YOUTH

### PHONOLOGY

I.

| 0oo | o0o | oo0 |
|---|---|---|
| personal, pre-survey, subsequent, leadership, implement | promoting, uncover, creative, determine, existing, intensive | volunteer |

II. 1. A 2. D 3. B 4. D 5. B

### VOCABULARY

I. 1. for 2. whom 3. making 4. what 5. everything 6. were
7. their 8. own 9. in 10. being 11. to

II. 1. first-rate 2. blue-collar 3. full-time 4. long-term 5. low- level
6. high- pressure 7. self-discipline 8. far-reaching 9. second- class
10. high-ticket

III.

| dis- | il- | im- | in- | ir- | non- | mis- | un- |
|---|---|---|---|---|---|---|---|
| appear<br>continue | literate<br>logical | polite<br>prison<br>matur | accessible<br>sensitive<br>conclusiv | resistible<br>regular | material<br>smoker | iron,<br>trust<br>lead | believable<br>expected<br>timely |

| -able | -ation | -ency | -ful | -ly | -less | -ment | -ness |
|---|---|---|---|---|---|---|---|
| photo<br>employ<br>rely | dramatise<br>emancipa<br>recommen | frequent<br>tend | deceit<br>respect | time | speech<br>count<br>care<br>point | judge<br>argue | calm<br>rude |

## GRAMMAR

**I.** 1. from 2. on 3. with 4. to 5. about 6. to 7. at 8. from

**II.** 1. -/ the/ a/ - 2. -/ -/ a 3. the/ the 4. a/ -/ the
5. the/ -/ an 6. a/ - 7. the/ - 8. the/ -/ -

**III.** 1. This saying is attributed to one of our philosophers.
2. You haven't **accounted** exactly for the disappearance of the money.
3. He made no **reference** to our previous conversation.
4. The police **drew** our attention to the speed limit sign.
5. They are on the **horns** of a dilemma.
6. Building societies won't be able to rest on their **laurels**.
7. The castle made a great **impact** on the tourists.
8. The staff have always held the headmaster in very high **esteem**.
9. There's no point in shedding **tears** over Micheal's departure
10. **Faced** with a crisis, Tom panicks.

**IV.** 1. in 2. of 3. of 4. at 5. with 6. under 7. on 8. of
9. from 10. by 11. by 12. in 13. at 14. in 15. from

# UNIT 6: FUTURE LIFE

## PHONOLOGY

**I.** 1. o0oo 2. oo0o 3. o0oo 4. oo0o 5. o0oo

**II.** 1. A 2. D 3.C 4. D 5. B



## VOCABULARY

**I.** 1. be 2. of 3. in 4. which/that 5. like 6. to 7. able 8. so 9. ago
10. their 11. on 12. than 13. where 14. the 15. more

**II.** 1. the 2. v 3. one 4. for 5. they 6. the 7. v 8. v 9.who
10. most 11. did 12. v 13. and 14. v 15. v 16. more 17.let

**III.** 1. She wore an eye-catching and hand-made intricately decorated hat.
2. My sister is very dress-conscious and self- satisfied.
3. The experiemnt was done with gas-filled balloons which were brick-red painted.
4. We'll have a French-speaking guide who is working for a New York-based firm.
5. The tower which is actually a 200-storey building is mushroom-shaped.

**IV.** 1. knock-kneed/ bow-legged 2. double-breasted/ pot- bellied
3. round-shouldered/ narrow-waisted 4. fair-haired/ slim-hipped
5. empty-handed/ right-footed 6. dark-skinned/ red-faced
7. cross-eyed/ strong-willed 8. sour-faced/ light-fingered
9. left-handed/ big-headed 10. broad-minded/ cold-blooded

## GRAMMAR

**I.** 1. of > x 2. even > even though 3. correct
4. in spite of > although 5. even > even though 6. correct

**II.** 1. The store reported record sales of garden equipment despite the cold.
2. Many Swedish people like saunas whereas British people don't.
3. Despite not being able to get up on time, Clive wasn't late for work.
4. I got lost even though I knew the area well.
5. She never finishes her work on time no matter how hard she works.
6. The picnic went ahead as planned in spite of the change in the weather.

**III. Add the linking devices in the box to complete the article**
1. as 2. because 3. then 4. so 5. despite
6. even 7. but 8. and what's more 9. to cap it all 10. by then

## REVIEW 2

**I.** 1. C 2. A 3. A 4. B 5. C

**II.** 6. B 7. B 8. C 9.D 10 A

**III.** 11.B 12. A 13. D 14. A 15. D 16. B 17. D 18. D
19. A 20. D 21. D 22. A 23. C 24. B 25. A

**IV.** 26. laid 27. called 28. taught 29. going 30. priced
31. addressed 32. hearted 33 legged 34.advised 35. fashioned

**V.** 36. be/seem 37. story/details 38. the 39. if/when 40. how
41 relies/depends 42. a 43. them 44. cannot 45. what
46. nor/neither 47. for 48. such 49. to 50. covered
51. minimum 52. should 53. without 64. first 55. unless

**VI.** 56. make 57. make 58. do 59. doing 60. make/ do
61. paid 62. paid 63. take 64. mak 65. do/ make

**VII.** 66. effective 67. carefully 68. organisations 69. majority
70. cultural 71. knowledge 72. teenagers 73. correspondence
74. obliged 75. entertainment 76. broaden

**VIII.** 77. the 78. a 79. the 80. x 81. the 82. the 83. the 84. x
85. a 86. the 87. x 88. the 89. the 90. x 91. x 92. the
93. the 94. x 95. the 96. the 97. x 98. the 99. x 100. a/x
101. the 102. a 103. the 104. the 105. a 106. x

**IX.** 107. landed 108. heavy 109. unsocial 110. menial 111. errands
112. living 113. unpaid 114. sickie 115. sack 116. prospects
117. sweated 118. potential 119. turnover 120. course

**X.** 121. However tempting his received offer may be, he'll never agree to sell his business.
122. There is hardly any difference between the two **makers** of computers.



123. They barred the former chairman from attending the conference.
124. Refusal to give a breath sample to the police could lead to your arrest.
125. His irresponsible attitude is putting/ placing his career in jeopardy.
126. To my amazement, Eva got into university, given the fact that she hadn't worked hard at school.
127. Le Corbusier had a great influence on developing architectural styles.
128. Nothing but a complete story could satisfy Tom.
129. The use of the main college car park is restricted to final year students.
130. The final version of the plan bore no resemblance to the initial draft.

## UNIT 7: NATURE AND ENVIRONMENT

### PHONETICS

**I.** 1. B 2. D 3. A 4. C 5. A

**II.** 1. C 2. A 3. D 4. B 5. B

### VOCABULARY

**I.**

| | |
|---|---|
| A. crocodile tears: | *false tears, pretended sorrow* |
| B. rain cats and dogs: | *rain heavily* |
| C. white elephant: | *a worthless possession* |
| D. wild-goose chase: | *a hopeless pursuit* |
| E. chicken-hearted fellow: | *timid, coward fellow* |
| F. take the bull by the horns: | *take a bold step immediately* |
| G. lion's share: | *the biggest part/portion* |
| H. snake in the grass: | *an enemy who pretends to be your friend* |
| I. constitution of an ox: | *great strength/power* |
| J. let sleeping dog lie: | *avoid mentioning a subject* |

1. B. rain cats and dogs
2. D. wild goose chase
3. C. white elephant
4. H. snake in the grass
5. I. constitution of an ox
6. G. lion's share
7. J. let sleeping dog lie
8. F. take the bull by the horns
9. A. crocodile tears
10. E. chicken-hearted fellow

**II.** 1. conservation 2. intention 3. wildlife 4. ecologists
5. threatened 6. extinction 7. Fortunately 8. probably
9. insurmountable 10. seemingly

**III.** 1. offer 2. day 3. amends 4. bed 5. name
6. way 7. light 8. fortune 9. mind 10. example
11. contact 12. mountain 13. fun 14. ends 15. beeline

## GRAMMAR

**I.**

1. mustn't 2. didn't have to read 3. obliged
4. didn't need to have 5. possibility 6. shouldn't
7. every 8. wasn't necessary 9. have to
10. couldn't

**II.** When I get back, I'll tell you all about it.

1. Once she **has** understood the procedures, she'll work much faster.
2. I'd no sooner taken my seat **than** the fire alarm went off.
3. I think I must have dropped my keys while I **was walking** to work this morning.
4. She was bound to contact the police **the minute** she **discovered** her diamonds missing.
5. We played tennis from three until sic, by **which** time I was exhausted.
6. I **began** to enjoy the novel once I had read the first few chapters.
7. **Since** 2007, exports have been booming.



**III.** 1. Since he's earning more money, he can buy a bigger house.
2. We're expecting a busy summer insofar as bookings are already up for August.
3. He's rather untrustworthy, in that he conveniently forgets that he owes you money.
4. The old man died alone, for he had never been kind to anyone.
5. I sent a card to my friend for her birthday because I couldn't be there.
6. Seeing that I've never been to France, we couldn't have met before.
7. As she was new to the job, she didn't know the ropes.
8. The case will be thrown out of court because here isn't enough evidence.
9. This product is guaranteed inasmuch as we'll replace it if you return it within thirty days.
10. Now that I've finally met her, I understand why you don't like her.

## UNIT 8: BOOKS

### PHONETICS

**I.** 1. A 2. C 3. B 4. B 5. C

**II.** 1. B 2. A 3. B 4. D 5. C

### VOCABULARY

**I.** 1. Near 2. minded 3. absent 4. blooded 5. short
6. hearted 7. witted 8. listed 9. high 10. warm

**II.** 1. C 2. A 3. A 4. C 5. C
6. A 7. D 8. C 9. A 10. A
11. B 12. A 13. D 14. A 15. B

**III.** 1. A 2. D 3. D 4. B 5. C 6. A 7. B 8. D 9. C 10. C

### GRAMMAR

**I.** 2. b (in the wind) 4. a (is washed) 6. a (were compensated)
8. a (has increased) 9. b (expands)

**II.** 1. Her eyes filled with tears.

2. The lights dimmed during the last dance.

3. Her pencil broke because she was pressing too hard.

4. After the stock has simmered for an hour, add seasoning.

5. Their clothes had dried (in the sun) by the time they got home.

6. Darren's performance improved in the 100 metres by a tenth of a second.

7. The Titanic sank in 1911.

8. The plan gradually developed.

9. Initially I think your plot unfolds very convincingly.

10. Why does the first act close with only a vague suspicion of murder in the air?

## UNIT 9: SPORTS AND GAMES

### PHONETICS

**I.** 1. C 2. A 3. C 4. D 5. D

**II.** 1. C 2. A 3. D 4. B 5. A

### VOCABULARY

**I.** 1. C 2. A 3. B. 4. C 5. D
6. D 7. A 8. A 9. D 10. B

**II.** 1. reinforcement 2. ultimately 3. characteristics 4. Rehearsal
5. simulation 6. controlled 7. invaluable 8. encourage
9. strategic 10. visualize

### GRAMMAR

**I.** 1. more 2. in/ with 3. rather 4. from 5. because/ as/ since/ for
6. at 7. one 8. being 9. the/ so/ its 10. there
11. from/ before 12 about/ over 13. are 14. for 15. where

**II.** 1. They took the country roads so that they wouldn't get stuck in traffic.

2. In order that we don't forget the purpose of this meeting, let's remind ourselves of the agenda.



3. So as to avoid getting confused / avoid confusion, I'll call you Phil, and you Philip.

4. For fear of being identified / that they would be identified, the illegal immigrants gave false names.

5. So as not to frighten the deer away, we crept quietly toward them.

6. They put up the fence (in order/ so as) to prevent people walking across the grass.

7. She gave in her notice with a view to starting her new job in January.

8. In order to avoid traffic jams on the way to the station, you should plan to leave early tomorrow.

9. In order for plants to grow indoors, there must be a good source of light.

10. In order that no money (would) be wasted, we had to account for every penny we spent.

**III.** 1. continue her tennis career after a succession of

2. was intent on challenging

3. can hardly wait to start

4. took up golf after

5. became/got involved in (playing) football

6. is the team people say

7. every form of exercise with the exception of

8. count on Frances to always speak her mind

9. more exercise you do, the better you

10. believed to have been travelling

## REVIEW 3

**I.** 1. B 2. D 3. C 4. D 5. A

**II.** 6. A 7. C 8. C 9. D 10. A

**III.** 11. B 12. C 13. A 14. A 15. B
16. C 17. D 18. B 19. D 20. C

IV. 21. ever 22. moment 23. hardly/barely 24. When
25. knowing/realising/aware 26. until 27. then
28. As 29. time 30. which

V. 31. horns 32. made 33. absent-minded 34. spirits
35. chase 36. name 37. pieces 38. hold 39. win 40. up

VI. 41. indebted 42. devotion 43. unstintingly 44. practical
45. necessitated 46. belief 47. undoubtedly 48. willing
49. unflagging 50. exceptionally

VII. 51. many → much 52. Written → Writing
53. subsistence → existence 54. distinctive → distinct
55. challenge → will challenge 56. Forest's → Forest
57. declined → declining 58. Conservatives → Conservationists
59. in → on 60. out → down

VIII. 61. C 62. D 63. A 64. B 65. B
66. D 67. B 68. A 69. C 70. D
71. C 72. D 73. A 74. C 75. B

IX.
76. they were sure the information was correct they presented it to the director
77. had he left the house than he realised he had forgotten to take his briefcase
78. likelihood that he will win the prize
79. to hurt her feeling, he told a white lie
80. their guests would be impressed
81. mustn't open your book once the test has started
82. fear that they might worry the public/the public might worry

X. 83. makes no sense / doesn't make (any) sense to
84. to be held last Saturday but was called
85. fell short of my expectations even though



86. is intent on seeing animals
87. was only when/ after he read Julie's letter
88. no support from
89. prevent it (from) becoming/being // its becoming/being
90. to blame for destroying/ the destruction of (the)

## UNIT 10: WOMEN IN SOCIETY

### PHONETICS

I. 1. C 2. B 3. C 4. A 5. D

II. 1. B 2. D 3. B 4. A 5. C

### VOCABULARY

I. 1. get off/ out of 2. get out of it 3. getting over it 4. get through
5. get away 6. gets on well with 7. get by 8. getting on for
9. get me down 10. get back 11. get herself/ the/her idea across
12. get on with 13. getting at 14. get down to 15. got round to fixing

II. 1. get hold of 2. get if off your chest 3. got off on the wrong foot
4. get our own back 5. get away with murder 6. get rid of
7. getting on like a house on fire 8. got the wrong end of the stick
9. got a bit hot under the collar 10. got the sack

### GRAMMAR

I. 1. that he felt as though he could 2. as though someone had added
3. as if he has put on weight 4. as if she had been
5. in the way he had 6. behaves as though he were
7. as if she needed 8. talked as if he owned

# UNIT 11: ASIANS

## PHONETICS

**I.** 1. D 2. D 3. B 4. A 5. A

**II.** 1. C 2. B 3. A 4. B 5. B

## VOCABULARY

**I.** 1. takes after 2. took down 3. take up 4. take back 5. taken over
6. take ... in 7. took on 8. took to 9. took for 10. takes up

**II.** 1. took exception to 2. taken their toll 3. take your pick
4. take a/the hint 5. takes priority over 6. take pot luck
7. taken for a ride 8. took it for granted

**III.** 1. aback 2. about 3. in 4. round to 5. out on
6. in 7. off 8. down 9. up 10. up

**IV.** 1. takes pride in 2. took no notice of 3. should take priority over
4. taken exception to something you 5. brought back memories
6. take going to the dentist in their 7. was taken aback to see
8. has been brought to my attention

## GRAMMAR

**I.** 1. A 2. B 3. B 4. D 5. B 6. B 7. A 8. C 9. D 10. C

**II.** 1. D 2. A 3. C 4. B 10. A

**III.** 1. Although 2. as much as 3. whereas 4. as if 5. just as
6. as easy as 7. though 8. Despite the fact

# REVIEW 4

**I.** 1. A 2. C 3. B 4. C 5. B

**II.** 6. D 7. B 8. A 9. D 10. A



**III.** 11. D 12. A 13. B 14. C 15. C 16. B 17. C 18. D
19. A 20. D 21. D 22. B 23. D 24. A 25. D

**IV.** 26. feminism 27. characterised 28. reacting 29. blossoming
30. publications 31. explicitly 32. coverage 33. circulation
34. editors 35. initiatives

**V.** 36. slogan 37. total 38. poster campaign
39. society 40. run for 41. a legal quota
42. party lists 43. very bottom 44. hopeful
45. full equality 46. candidates 47. changing
48. a better place 49. boost 50. took the plunge

**VI.** 51. At 52. as 53. by 54. to 55. in
56. by 57. before 58. to 59. for 60. for
61. As 62. with 63. for 64. from 65. for

**VII.** 66. B 67. D 68. B 69. D 70. D
71. A 72. A 73. B 74. C 75. A
76. A 77. D 78. A 79. B 80. D

**VIII.** 81. how hard I tried
82. dawn before the student got/came
83. longer we stayed the more we
84. not until we (had) arrived
85. took no notice of/ didn't take any notice of
86. has always got on/along (well)
87. shouldn't let it get you
88. hadn't taken her for granted
89. took advantage of the sunny weather
90. take back what I said